



# Governor's Honors Program

## **Course Descriptions and Criteria for Selection**

**2021**

## Guidance on Selecting GHP Nominees to the Governor’s Honors Program

The Instructional Descriptions and Criteria for Selection serve as guidance for GHP coordinators, nominators, and students. The document includes a brief instructional description and the criteria for each major. Coordinators and nominating teachers should carefully consider this information as they select their student nominees. The Governor’s Office of Student Achievement (GOSA) strives to promote equity and fairness in the selection process for GHP candidates. To aid that effort, GOSA strongly encourages district coordinators and nominating teachers to review the criteria for selection.

### Successful GHP Students

Student applicants should know that selection to the Governor’s Honors Program is highly competitive. Applicants should have passion in the area of nomination, the desire to attend GHP in the summer, the willingness/ability to live in a residential setting for the full length of the program, and the capacity to be fully engaged in the curriculum for the full duration of the program. This is the *minimum* threshold for consideration for the program. The most successful candidates additionally have the attributes, experiences, and skills outlined in the selection criteria provided for each area of nomination.

Applicants are evaluated in the context of each individual area of nomination. However, students are also evaluated holistically in the contexts of the social and emotional maturity required to thrive in an intensive, residential setting. Selected students are expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the GHP Office.

In general, a successful GHP candidate will:

- Synthesize information and explore the “hows and whys” of their discipline to gain deeper understandings of their area of nomination beyond the classroom and teacher expectations.
- Demonstrate intensity and passion about their area of nomination.
- Develop interests in activities that foster cooperation and humility.
- Exhibit a willingness to challenge their preconceived knowledge and expectations in their area of nomination.
- Exhibit the social and emotional maturity to interact respectfully, cooperatively, and appropriately with their peers, instructors, and program staff.
- Engage in GHP coursework and activities that are structured to stretch/challenge students beyond the normal classroom experience. The primary focus of the program is *process*, not product. Courses are not designed for AP or IB prep; therefore, students must be prepared to embrace the program structure before applying to GHP.

## **Selection Process:**

**Step one (district/private school/state charter nomination to the state level):** The local districts/private schools/state charters nominate their students based on local criteria. Nominees should have demonstrated: creativity/giftedness in academic or creative fields, superior ability in the area of nomination, and the social and emotional maturity required to thrive in an intensive, residential setting for the duration of the program.

**Step two (students submit an online application):** State nominees (students nominated by district/private school/state charters) will be notified of their nomination by the GHP office and guided to an online application website, which will provide the specific criteria for each area of nomination. Each application must include all of the required components and should be fully completed. Successful GHP applicants will complete an online application that includes: strong support from their nominating teacher, records verification by a school official; clear, well-written responses that demonstrate the applicant's motivation to attend GHP; and a strong response to the GHP required task/assignment that demonstrates giftedness and/or talent necessary to excel and enjoy GHP. A strong written response should be well organized, demonstrate appropriate sentence structure, spelling, punctuation, and paragraphing, and address the question(s). Incomplete applications will not be considered.

**Step three (semifinalist invitation to the state level interview/audition):** Students' applications will be scored by content experts in the area of nomination. Semifinalists will be chosen in each area of nomination and invited to attend the state level interview/audition. Academic and non-academic questions will be explored in a non-threatening environment. Depending on their nomination area, students may also participate in a performance task (written examination, oral examination, artistic demonstration/audition, debate simulation, etc.) during the state level interview. Specific instructions will be provided in advance to those invited to interview.

**Step four (finalist selection):** Finalists are chosen and notified by the GHP office. It is the responsibility of the finalists (i.e., applicants who are offered admission to the summer program) to formally accept or decline the offer via the application interface.

## **GHP AREAS OF NOMINATION**

Agricultural Research, Biotechnology, and Science

Communicative Arts

Dance

Engineering (Students must be nominated in one area of focus: Mechanical Design, Mechanical and Electrical, or Computer and Software Engineering.)

Mathematics

Music (Instruments and Vocal)

Science (Students must be nominated in one area of focus): (Biology, Chemistry, or Physics)

Social Studies

Theatre

Visual Arts

World Languages (Students must be nominated in one area of focus): Chinese, French, German, Latin, or Spanish

# AGRICULTURAL RESEARCH, BIOTECHNOLOGY, AND SCIENCE

## Instructional Description

The Governor's Honors Program Agricultural Research, Biotechnology and Science department is designed to provide outstanding students with a comprehensive contemporary program of research-based education for students desiring to continue in the agricultural sciences. Students gain knowledge through exploration of topics in soils, hydrology, forestry, natural resources, as well as biotechnology for plants, animals, and the environment. The courses are modeled for students to gain advancement in applied research opportunities. Instruction is organized around ways people are likely to encounter environmental science or agricultural science biotechnology in a university setting.

By the end of the program, students will have an increased understanding of the complex biological, physical, and socio-economic factors that shape agricultural systems and various professions in agriculture (e.g., the roles of a technician, researcher, food producer, etc.).

### Topics of study have included:

Laboratory Techniques and Procedures  
Research Methodology  
Environmental Science and Stewardship  
Genetics in Agricultural Biotechnology  
Natural Resource and Conservation Management  
Plant and Animal Biotechnology Applications  
Soils and Hydrology  
Urban and Community Practices  
Energy Systems  
International Agriculture and Policy

## Criteria for Selection

GHP Agricultural Research, Biotechnology, and Science applicants should have a high level of enthusiasm, knowledge and awareness of the current state of agriculture in terms of applied research and systematic approaches to the industry of agriculture. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

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<b>Academic Record:</b>	<ul style="list-style-type: none"><li>• Strong academic record in agricultural science, with a focus in biotechnology, environmental science, and/or a directly related area.</li><li>• Involvement with exceptional experiences in agriculture above that associated with school-related requirements.</li></ul>
<b>Skills:</b>	<ul style="list-style-type: none"><li>• Understanding of environmental science, biotechnology, knowledge of the agriculture industry, including products, production, uses, and current issues.</li><li>• Ability to read and synthesize peer-reviewed research</li></ul>

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- Research, laboratory experience, and safety skills.
- Capable of thriving in a group study environment and approaching new agricultural science-based inquiries in a positive and receptive manner.

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**Interest Level:**

- Students should exude a desire for learning and the ability to “push the boundaries” in regard to all areas of agriculture and have a desire to be challenged with concepts of agriculture outside of their area of interest.
- Strong candidates will have a noticeable understanding of agriculture and environmental science demonstrated through relevant extracurricular activities and pursuits (e.g., independent research, urban or community gardens and related work and/or volunteer experiences).

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**Interview  
Expectations:**

- Online application will include a video submission.
- Semifinalists in agriculture will participate in an individual interview showcasing interest in the subject. Students should be able to showcase prior experiences and ideas to expand research opportunities.
- Students will be provided with pre-site and on-site peer-reviewed research articles related to current agricultural research.
- Students must synthesize a response to a given prompt for the writing/composition component of the interview process using the data and information provided.
- Strong candidates will exhibit sufficient preparation, a command of facts and knowledge, confidence in articulating the issue, impacts, and interest in the topic.

# COMMUNICATIVE ARTS

## Instructional Description

The Governor's Honors Program Communicative Arts Department offers an intense exploration of the various components comprising the Communicative Arts. Specific content stretches beyond those topics found in the typical Georgia high school curriculum by exposing students to new and contemporary texts, more obscure classical texts, and teaching students new ways to interact with texts they may encounter in the future.

Courses are designed and taught by various instructors. Each week, an instructor teaches two "experiences," which consist of ten to eleven hours of seat time with reading and individual writing by each student after class hours. Coursework involves student-led as well as instructor-led discussion, debate, journaling, collaborative creativity (e.g. improvisation, slam poetry, comedy, film study, documentary production), performance, and various modes of writing assignments. Students have opportunities to produce written or performative responses (personal, creative, and analytical) to the course texts. Students are encouraged to try many new styles of writing, composition, and read many new genres and forms. By the end of each course experience, students should have achieved a new way of interacting with a text and understanding of the work's relationship to other texts and the world to which it belongs. Students expand their reading experience during the program, moving beyond contemporary popular fiction and school assignments. All finalists must communicate fluently in English prose writing.

### Topics of study have included, but are not limited to:

- The study of post-structural critical theories and their application in the reading of a variety of texts
- The study of the aspects of the English language, including linguistics
- The study of literary ideologies including modernism and postmodernism
- The study of the impact of race, class, and gender on literature and life
- The composition and performance of literary works, including poems and plays
- The examination of popular culture and the nature of media and media literacy
- The extended analysis of nontraditional school literature, specific genre fiction, and film
- The interdisciplinary nature of literature and art

## Criteria for Selection

Communicative Arts applicants should have passion for literature and be able to respond critically to literature and media as well as thrive in a discussion-oriented environment as an active participant; additionally, applicants may show an avid interest or pursuit in creative writing. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

**Skills:**

- Exposure to reading and writing beyond the classroom and “popular” fiction.
- Analytical and synthesis skills and willingness to explore various media of communication (e.g. theatre, art, literature, film).
- Strong candidates will have an appreciation and knowledge for the literary canon and canonical authors. They will also be able, and eager, to deal with unfamiliar and ambiguous texts, and new formats and genres of “texts” through independent reading, shared reading, and full group discussions.
- Strong communication skills (writing, speaking, and listening) in student-led class or small group discussions.

**Interest in the area:**

- Demonstrate interest in communicative arts through relevant extracurricular activities and pursuits (e.g., school newspaper, literary magazine, yearbook, theatre, independent research, blogging, creative writing, and work and/or volunteer-related experiences).
- Students should genuinely enjoy discussion and exploration of various media of communication (e.g., theatre, art, literature, film).
- Students should also express an interest or pursuit of various writing modes outside of the regular classroom experience or assignment--creative writing whatever the form: poetry, playwriting, short stories, novels, etc., as well as expository writing beyond the typical AP essay. For instance, an applicant may indicate a desire to become a journalist or novelist or playwright or freelance writer as a profession (but such an interest in writing as a profession is *not* a requirement).

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**Interview Expectations:**

- Semifinalists in communicative arts will be provided with a reading period during which they will examine text excerpts selected by the GHP Communicative Arts Department, and then will participate in a group discussion with other communicative arts candidates, during which they will analyze and synthesize those texts.
- Semifinalists in communicative arts will also participate in an individual interview.



# DANCE

## Instructional Description

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

- Instructional audition preparation for the dancer through various styles of dance.
- Personal interaction with a variety of teachers, choreographers and other dancers.
- Expansion of student ideas of what defines a dancer and awareness of individual goals.

Students participate in four categories to meet the dance program objectives and to expand their knowledge and technical level of dance, aesthetic judgment, definition of dance, and their interpersonal skills.

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 statements 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.

## Criteria for Selection

Dance applicants should have a firm Ballet foundation, strong technique and artistry in their primary style of dance, be self-driven, open-minded, and motivated to pursue a life in dance. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

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### Academic Record:

- Strong academic record is preferred.

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### Skills:

- Flexibility and at least two years of technical training in Ballet. This includes, Barre, Adagio, Petite Allegro, and Grande Allegro.
- Students must be able to cope with a demanding practice and performance schedule. Finalists are expected to practice a minimum of 4 hours per day during major instructional time with additional rehearsals during the evenings.
- Strong candidates will have an open mind along with a passion and willingness to explore a variety of approaches to dance. They will execute the following skills on both the right and left with superior

technique: Splits, Double Pirouette, Leaps, Leg Extensions, Arabesques, Fouettes, Turns a La Seconde, Developpe and body positions.

- Previous experience in Pointe work is encouraged but not required.

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**Interest in the area:**

- Demonstrated interest in dance through relevant extracurricular activities, artistry, and knowledge of dance (e.g., participation in dance intensive camps, competition and convention training, master classes and dance performance clinics, independent study, and work and/or volunteer-related experiences).

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**Interview Expectations:**

- Semifinalists should arrive in good shape, free from injury or illness and ready to work hard in a fast-paced environment.
- Semifinalists are required to participate in a two-hour performance class and an individual interview.
- Semifinalists must wear appropriate attire to audition and do not need to bring a change of clothing for the interview portion.
- Female students must dress in a solid color leotard (black leotard preferred) and pink transition tights. Female semifinalists should bring pink ballet shoes and jazz shoes (No Pointe shoes). Male students must dress in black or white fitted shirt and black transition tights. Male semifinalists should bring black ballet shoes and jazz shoes. In every instance, hair should be securely fastened away from face and neck.

# ENGINEERING

## Instructional Description

The Governor's Honors Program Engineering major centers on a problem-oriented design project, based around utilizing mechanical design, mechanical/electrical engineering, and computer and software engineering technologies. While working on their projects, students will learn to conceptualize, create, analyze, and market effective solutions to engineering problems. Although students interview for only one of three subareas (Mechanical Design, Mechanical and Electrical Engineering, or Computer and Software Engineering), they are introduced to professional practices in all three subareas at the beginning of the summer. During the first week, each instructor teaches the fundamentals of his/her discipline to rotating groups. In the second week, students "specialize" in the area for which they interviewed, learning a more focused set of skills and techniques. Students devote the remaining two weeks to group projects, working in small teams to prototype a new invention. Teams consist of at least one student from each subarea (Mechanical Design, Mechanical and Electrical Engineering, Computer and Software Engineering), allowing students to be experts in their area as they work toward a mutual goal. While Computer and Software students will have the option to participate in group projects, the 2020 cohort will focus primarily on Computer Science.

Mechanical Design involves planning and developing a project through a variety of methods, including CAD and 3D modeling. The mechanical design subfield focuses on engineering driven design and ranges in scope from industrial design and user interface design to design for manufacturing. This is not graphic design, although having some graphic design or art experience may be useful.

Mechanical and Electrical Engineering involves planning and developing a project through rapid prototyping techniques and circuit design and development. The mechanical and electrical engineering subfield emphasizes the use of rapid prototyping technologies ranging from foam/cardboard modeling to more advanced tools such as 3D printers, CNC routers, electronic circuit design, and construction. The scope of the subfield ranges from topics such as robotics and mechanical actuators to digital circuit design and circuit prototyping technologies.

Computer and Software Engineering will be focused primarily on topics such as machine learning, data structures, and algorithms in a Computer Science/Programming setting.

## Criteria for Selection

Engineering applicants should have manual dexterity, creativity, and abstract thinking abilities. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

Computer Software/Computer Science nominees must have extensive experience in programming. AP Computer Science can be helpful, but not required. Nominees should have program experience beyond the normal classroom. Top candidates will be those who have one or two projects they have

programmed outside of school such as (but certainly not limited to): phone apps, video games, interactive websites.

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<b>Academic Record:</b>	<ul style="list-style-type: none"><li>● Strong academic record is preferred.</li><li>● Prior coursework in robotics, mechatronics, design, engineering, circuits, and/or programming related courses is recommended. Advanced Placement or International Baccalaureate level courses can be beneficial in preparation for the summer program but are not required.</li></ul>
<b>Skills:</b>	<ul style="list-style-type: none"><li>● Genuine interest and high motivation to learn.</li><li>● True dedication and love of their area of nomination.</li><li>● Willingness and capable (expectation) to work in a team setting.</li><li>● Ability to work in a fast paced, sometimes stressful environment.</li><li>● Ability to meet deadlines.</li><li>● Strong candidates will have project, problem solving, design, or research experience developing a product in the subarea in which they are nominated.</li></ul>
<b>Interest in the area:</b>	<ul style="list-style-type: none"><li>● Strong candidates will demonstrate interest in engineering beyond the classroom through relevant extracurricular activities and pursuits (e.g., coding or programming; developing applications; involvement in robotics club, competition team; and work and/or volunteer-related experiences).</li></ul>
<b>Interview Expectations:</b>	<ul style="list-style-type: none"><li>● Semifinalist in Engineering will participate in an individual interview with a portfolio review portion.</li><li>● The Engineering portfolio must include examples (pictures, drawings, etc.) of the student's interests and work products in engineering (design, mechanical/mechatronics, or software).</li><li>● Portfolios may also be presented on a device or electronic medium (i.e. mobile phone, tablet, or laptop) as long as the device does not exceed laptop size. Projectors are not necessary and will not be permitted. Semifinalists should be mindful that electronic portfolios or demonstrations must fit within the interview time limits. GOSA cannot guarantee that internet access (e.g. Wi-Fi) will be available at the interview site.</li></ul>

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# MATHEMATICS

## Instructional Description

The Governor's Honors Program Mathematics department broadens students' exposure to various branches of mathematics. Students have the opportunity to select three content courses from several different options. Courses are tailored to reflect the diversity of both students and of mathematics, and to offer challenges to students within their knowledge base. Topics range from computer programming to proof oriented courses to application-oriented courses, but they are all concentrated on techniques of problem solving.

Coursework involves small group work, large group work, cooperative projects and individual effort. Students solve problems in cooperative, collaborative efforts, explain solutions to one another, present their research, and formulate new problems. Students also have the opportunity to develop a research project addressing a mathematics question of their own choosing.

By the end of the program, students will have an increased understanding of the breadth of mathematics, awareness of the place of mathematics in their world, and the ability and confidence to attempt previously unknown or difficult problems.

### Topics of study have included:

Programming  
Polynomials  
Complex number  
CS nuggets  
Number theory, graph theory, set theory  
Sequences and series  
Mathematical challenges  
Weird math  
Problem solving  
Cryptology  
Counting is Fun (arrangements and permutations)  
Proof techniques  
Algebra  
Matrix analysis

## Criteria for Selection

Mathematics applicants should have an intense interest in mathematics, be highly inquisitive, and enjoy learning new mathematical concepts and applications. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

<b>Academic Record:</b>	<ul style="list-style-type: none"> <li>● Strong candidates typically possess a 3.5 GPA or higher and have scored in the 80<sup>th</sup> percentile or higher on at least one standardized exam (PSAT, SAT, or ACT).</li> <li>● Prior coursework in Geometry, Algebra, and/or Trigonometry is recommended. Advanced Placement or International Baccalaureate level courses can be beneficial in preparation for the summer program but are not required.</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>● Strong analytical skills, determination, and curiosity about real-world mathematics applications.</li> <li>● Ability to reason creatively and independently.</li> <li>● Appreciation for a wide variety of mathematics.</li> </ul>
<b>Interest in the area:</b>	<ul style="list-style-type: none"> <li>● Strong candidates will demonstrate interest in mathematics beyond the classroom through relevant extracurricular activities and pursuits (e.g., math club, academic team, Mu Alpha Theta, independent study, and work and/or volunteer-related experiences).</li> </ul>
<b>Interview Expectations:</b>	<ul style="list-style-type: none"> <li>● Semifinalists in Mathematics will participate in an individual interview and are evaluated on a variety of factors, inclusive of, but not limited to, interest, ability, and desire to learn.</li> <li>● Specific interview criteria will be provided after semifinalists have been notified.</li> </ul>

## MUSIC (All Instruments and Vocal)

### Instructional Description

The Governor's Honors Program Music department consists of seven areas – brass, jazz, percussion, piano, strings, vocal, and woodwinds. The curriculum is performance oriented and emphasizes ensemble skills. Ensembles range in size from duets and trios to large groups such as orchestra, wind ensemble, and mixed choir. Students interested in GHP music must excel in their performance medium.

Students learn about elements of musical theory, analysis, criticism, history and aesthetics in an artistic and supportive environment. Students are afforded several recital and concert opportunities in which to display the results of their studies. Students have the opportunity to participate in a weekly rotation of enrichment courses designed to expose each student to different facets within the field of music, including: conducting, music theory, music technology, music history, music in film, as well as a class designed to help students better understand and prepare for majoring in music. Students also participate in final projects, such as a multitude of solo or ensemble performances.

#### Opportunities for students usually include:

Practicing/rehearsing individually and in ensembles directed by students and/or faculty.

Performing in both formal and informal settings.

Co-developing performance projects with other majors (music and dance, music and art).

Analyzing and critiquing music repertoire from antiquity to the present day.

Attending concerts presented by other students.

Engaging in creation of music through improvisation and composition.

By 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. They will be familiar with standard literature for their voice or instrument, be able to demonstrate in performance the historical context and formal structure in the standard literature of each period and will have increased skills in tone production and technique needed to perform this progressive literature at a standard acceptable level.

### Criteria for Selection

Music applicants should be motivated to improve their performance technique, musical abilities, and hone their self-reflective criticism to prepare for a collegiate program of study. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

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<b>Academic Record:</b>	<ul style="list-style-type: none"><li>• Strong academic record is preferred. Student should have completed prior coursework or be currently enrolled in at least one music ensemble (or have received sufficient instruction) for consideration as a finalist.</li></ul>
<b>Skills:</b>	<ul style="list-style-type: none"><li>• Strong instrument/vocal performance skills.</li><li>• Experience playing in groups as well as playing solo.</li><li>• Extremely skilled at sight-reading.</li></ul>

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- Students **must** be able to cope with a **demanding practice and performance schedule**.
- Strong candidates are positive self-starters who are able to work toward independent mastery in a short time frame. They are comfortable working with others in group environments, be able to adequately and honestly self-assess. They will also have strong sight-reading skills and overall musicianship.
- Semifinalists in Music **Vocal** must:
  - Possess the prerequisite vocal skills to be selected for participation in honors choruses - all state honors chorus, district honors chorus, or a school honors chorus.
  - Have a solid foundation of vocal technique, performance, and sight-reading skills at a level higher than average.

**Interest in the area:**

- Strong candidates have visible evidence of motivation and curiosity that drives their interest in participating in musical opportunities outside of those in the regular school day. (e.g., youth orchestra, youth band, jazz band, garage band, ensemble, glee club, chorus, etc.).
- Interested in learning about music in a more in-depth manner than the average student.
- The most successful candidates constantly strive for improvement, are willing to try something new or different, and respond well to instruction, criticism, praise, and adversity.

**Interview**

**Expectations:**

- Semifinalists must be able to articulate their particular goals, are able to play their selection in tune, and can sight-read with excellent technique at a level higher than average.
- Semifinalists should be able to be specific about constructive criticism, techniques, and topics they have learned in music class and/or lessons and be able to self-identify areas for growth in their performance and technique.



# SCIENCE

## Instructional Description

The Governor's Honors Program Science department provides experiences that challenge students and fosters scientific thinking, research, and laboratory skills. The curriculum introduces students to courses and laboratory experiences similar to those encountered by college students taking sophomore/junior level courses and includes a research project. Students will focus a portion of class day on either biology, chemistry, or physics and rotate through week-long courses in topics such as ecology, neurology, organic chemistry, and astronomy while developing/honing their laboratory and problem-solving skills in preparation for collegiate level research.

Students are expected to work together on projects and presentations employing the concepts and methods learned in the program through guided instruction. All students are encouraged 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.

## Criteria for Selection

Science applicants should demonstrate academic excellence in the sciences, ask original questions, be able to analyze data, develop reasonable scientific explanations, and communicate scientific investigations and information clearly. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

**Note:** Although participation in science fairs, clubs, etc., may support evidence of the skills found in a strong candidate, a citation alone is not a sufficient demonstration of the criteria for selection. Similarly, teachers are encouraged to nominate students they believe to be gifted and talented in the sciences even if traditional forms of recognition are not present.

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### Academic Record:

- Prior coursework in at least one semester or one academic year of Biology, Chemistry, Anatomy, Ecology, Physics and/or a related science-based subject is required. Advanced Placement and International Baccalaureate level courses can be beneficial in preparation for the summer but are not required.
- Strong candidates demonstrate academic excellence in the sciences, possessing clear understanding of vocabulary, concepts, theories, and principles of biology, chemistry, and physics in particular.

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### Skills:

- Capable of thriving in a self-directed group study environment and approaching new science-based inquiries in a positive and receptive manner to solve a problem. A genuine interest in the scientific process including but not limited to a willingness to ask questions.
- The desire and ability to work in team settings.

- Possess the adaptability and flexibility to cope with and overcome obstacles to arrive at a resolution.
- Willing and able to ask questions.

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**Interest in the area:**

- Demonstrate genuine curiosity about the natural world and the behaviors observed in the laboratory and beyond.
- Strong candidates utilize classroom material and apply research skills to current events and topics as extensions of their learning.
- Strong candidates have demonstrated interest in the subject area beyond the classroom through relevant extracurricular activities and pursuits.

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**Interview**

**Expectations:**

- Semifinalists are assessed on their interest in science and ability to make connections based on evidence, analytical reasoning, and prior knowledge.
- Semifinalists participate in a group data analysis session followed by an individual interview.
- Strong candidates excel in interpreting graphs, analyzing data, and making inferences to draw conclusions and are able to discuss their findings during the interview portion. They can also convey knowledge and/or awareness of current scientific and technologically related topics, discoveries, and research.
- Strong candidates express interest in conducting scientific research and possess the curiosity to create original research questions across multiple fields of science.

## SOCIAL STUDIES

### Instructional Description

The Governor's Honors Program Social Studies department integrates social science disciplines and emphasizes creating and analyzing responses and solutions to global, political, and social problems and crises. Courses are designed and taught by various instructors. The course topics are selected by each instructor with the following guidelines: the topics are ones not covered in the Georgia high school social studies curriculum and/or topics that are barely touched upon by the Georgia high school social studies curriculum. Instructors are encouraged to consider simulations, Socratic style discussions, role playing, debates and other similar activities.

Activities students engage in include historical research, role playing, small and large group work, simulations, debates and writing activities. Students must become adept at quick, in-depth research and how to use it in various activities. They are often called on to assume roles and viewpoints that are quite different from their own, enabling them to stretch and approach issues, problems or concerns from different perspectives in order to consider multiple solutions/responses to an existing situation.

By the end of the program, students will be able to confidently articulate, support, and illustrate an academic or political point with both peers and adults.

### Criteria for Selection

Social Studies applicants should have a strong desire to learn about the relationships among individuals, institutions, and society. They should enjoy learning about politics and government, understanding various viewpoints, and becoming a responsible consumer of information. They are open-minded, inquisitive, creative, and respectful. **Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program.** This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

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<b>Academic Record:</b>	<ul style="list-style-type: none"><li>● Strong academic record in social studies, political science, and/or civics focused courses is required. Advanced Placement and International Baccalaureate level courses can be beneficial in preparation for the summer but are not required.</li></ul>
<b>Skills:</b>	<ul style="list-style-type: none"><li>● Strong analytical skills and the ability to think and reason creatively and independently.</li><li>● Knowledgeable about current geopolitical topics, officials, policies, and viewpoints.</li></ul>
<b>Interest in the area:</b>	<ul style="list-style-type: none"><li>● Demonstrate interest in the topics beyond classroom curriculum and assignments through relevant extracurricular activities and pursuits (e.g., Model UN, debate team, history day or social studies competitions, mock legislature, mock trial, and work and/or volunteer-related experiences).</li></ul>

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**Interview  
Expectations:**

- Semifinalists will participate in a simulation and a textual based conversation in a small group discussion. Both will examine the applicant's knowledge and understanding of current issues, global concerns and potential solutions. Topic areas are posted in advance of the simulation. Specific roles are assigned to applicants the day of the simulation.
- Applicants are evaluated on their research, preparation, flexibility, and ability to analyze and reason. A strong candidate will be confident and courteous.

# THEATRE

## Instructional Description

The Governor's Honors Program Theatre department introduces students to nontraditional approaches to character and ensemble development. The anticipated results are that the students will gain enriched acting skills, resources, and exhibit a deeper commitment to the process (not the product). Theatre coursework is conducted within an ensemble-oriented environment where students are encouraged to stretch themselves, take creative-choice risks and support others as they do the same. While the main focus of the program is acting, the students will experience the integration of all functions of the theatrical process by identifying the connections between audience, actor, director, designer, construction crew, stage manager, and backstage crew. Students will try new approaches (followed by feedback from peers and instructors) and the hands-on experiences provided by public performances and other opportunities during the program.

## Criteria for Selection

Theatre applicants should have an open mind, the capacity to be a part of an ensemble, with the ability to lead and/or follow, and a passion and willingness to explore a variety of approaches to acting and technical theatre. They also need to have a willingness to create, research and explore theatre from different directions. Students are always expected to demonstrate integrity and respect for others during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

<b>Academic Record:</b>	<ul style="list-style-type: none"><li>• Strong academic record is preferred.</li></ul>
<b>Skills:</b>	<ul style="list-style-type: none"><li>• Demonstrate superior level of dramatic understanding, characterization, script analysis, diction, and clarity of communication.</li><li>• Ability and willingness to analyze and interpret text and theatrical work in order to create and convey a fully realized three-dimensional person, character, or setting.</li><li>• Ability and willingness to research playwrights, time periods and historical context for different plays.</li></ul>
<b>Interest in the Area:</b>	<ul style="list-style-type: none"><li>• Genuine interest in theatre demonstrated by pursuit of theatrical opportunities (e.g., acting, dance training or voice coaching, independent research, design or writing, and work-related or volunteer-related experiences).</li></ul>
<b>Interview Expectations:</b>	<ul style="list-style-type: none"><li>• Semifinalists in theatre will participate in a(n):<ul style="list-style-type: none"><li>• Group Play discussion (10-minute play will be provided the day of the audition/interview)</li><li>• Cold read provided at the time of the audition.<ul style="list-style-type: none"><li>• The cold read's script title will be provided immediately following their notification as semifinalists.</li></ul></li><li>• Individual interview.</li><li>• Should dress neatly and comfortably (no torn jeans, flip-flops, or t-shirts).</li></ul></li></ul>

# VISUAL ARTS

## Instructional Description

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 territory.

During the first week of the program, students are introduced to ceramics, drawing, painting, design, sculpture, and mixed media through rotational courses. Instructors introduce areas to students at an entry level, and alter difficulty based on individual knowledge. Students also learn from a visiting artist in an intense three-day workshop in which they experiment with new techniques and have an opportunity to interact with the artist one-on-one. Students continue working on projects started during the week of rotations, and begin working on a new body of work based on concepts, styles, philosophies, or material explorations. Each student develops a portfolio of artworks demonstrating breadth and depth of individual ideas to be submitted for a juried exhibition. An independent judge will select student artwork for exhibit. GHP students, under the supervision of the art instructors, will install all of the selected works in an art gallery. An art opening reception will be held for the GHP community to appreciate.

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

## Criteria for Selection

Visual Arts applicants should have a strong desire to explore the various areas of visual arts. They possess superior drawing and creative skills, view every assignment as an opportunity, persevere through failure, and take artistic, creative risks aimed at expanding their skills in different media and styles of art. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor’s Office of Student Achievement (GOSA).

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<b>Academic Record:</b>	<ul style="list-style-type: none"><li>● Strong academic record is preferred.</li><li>● Prior coursework in visual arts or art related courses (e.g. drawing, painting, ceramics and sculpture, woodshop, photography) can be beneficial in preparation for the summer but is not required.</li></ul>
<b>Skills:</b>	<ul style="list-style-type: none"><li>● Superior artistic abilities and adequate knowledge of visual arts vocabulary, basic concepts, and techniques (e.g., color, shape, texture, and scale; and major arts of painting, sculpture, and architecture).</li></ul>

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	<ul style="list-style-type: none"> <li>• Strong candidates possess problem solving skills and are willing to experiment and extend concepts beyond basic level.</li> </ul>
<b>Interest in the area:</b>	<ul style="list-style-type: none"> <li>• Possess a sincere interest in visual arts demonstrated through relevant extracurricular activities and pursuits (e.g., sketchbook, web design, yearbook, photography, artist portfolio, independent study, illustrations or writing, and work and/or volunteer-related experiences).</li> </ul>
<b>Interview Expectations:</b>	<ul style="list-style-type: none"> <li>• Semifinalists in visual arts will participate in a two-part selection process including (1) an art portfolio interview where they present their art portfolio and (2) a written visual arts exam.</li> <li>• Successful applicants only present their strongest artistic work, present a variety of art pieces, and meet the recommended number of pieces.</li> <li>• The portfolio requirements include: <ul style="list-style-type: none"> <li>▪ Three (3) drawings.</li> <li>▪ Two (2) color works.</li> <li>▪ <u>(Optional)</u> one (1) three-dimensional work.</li> <li>▪ No more than 13 pieces. Recommended 9 to 13 of the strongest pieces of work.</li> </ul> </li> <li>• The selections should demonstrate the student's understanding of composition and principles of design. <ul style="list-style-type: none"> <li>▪ Unity</li> <li>▪ Balance</li> <li>▪ Repetition</li> <li>▪ Variety</li> <li>▪ Emphasis</li> <li>▪ Proportion</li> <li>▪ Rhythm</li> <li>▪ Figure-ground relationship</li> <li>▪ Scale</li> </ul> </li> </ul>

# WORLD LANGUAGES

## Instructional Description

The Governor's Honors Program World Languages department provides an intensive daily immersion program where students will experience instruction and research experiences in a targeted modern language (Chinese, French, German, or Spanish). Latin students will experience some daily usage in conversational Latin. Students will participate in supervised individual and group projects on a range of topics in the selected language. These topics may include investigating the culture, society, history, literature, current events, and/or political systems in regions of the world where the target language is used as the primary form of communication. Many classes participate in simulations, journaling, culturally related activities (e.g. Chinese tea ceremony), while also analyzing texts and films in the target language. While all of the activities/study are conducted in the target modern languages, speaking the language itself is **not** the only focus. At GHP, comprehensive fluency in the language is constantly reinforced through authentic, task-based activities that allow students opportunities to engage in meaningful and rich conversations. Potential nominees and their instructors should note that the goals of the world language program are to motivate students to become lifelong learners of the targeted language, demonstrate socio-cultural competence to allow them to communicate appropriately in various settings, and to gain additional knowledge of communities around the world where the language of study is spoken. Classes are suitable for students of all cultural backgrounds.

Only students who are both skilled in the target language and exhibit a desire/willingness to delve deeply into the target language's culture/history should apply for the world language program.

## Criteria for Selection

World Language nominees should have an intense interest in the target language, be highly inquisitive, and enjoy learning about the cultural/historical aspects of the language. Students are also expected to display emotional maturity and should consistently demonstrate integrity and respect for others. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

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### Academic Record:

- Strong academic record preferred and specific proficiency in the target language is required.
  - At minimum, the student should be currently enrolled or have already taken the target language class at the second-year level or above.
  - A strong candidate will possess an A average in the last three semesters of their target language class and be in good standing with the nominating teacher and their World Language department (if applicable).
  - The most successful World Languages candidates have typically completed or are enrolled in their respective language's Advanced Placement or International Baccalaureate course.
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**Skills:**

- Possess specific knowledge of the culture and history of target language speaking peoples (e.g. ancient Roman culture, sports, major works of art, literature, etc.)
- Understand the majority of face-to-face speech in the standard target modern language dialect when spoken at a normal rate with occasional repetition.
- Strong modern language candidates will be able to fully participate in casual conversation with a somewhat intelligible accent.
- Strong candidates possess skills of collaboration, critical thinking, problem solving, creativity, and adaptability. They have excellent listening, reading, and writing skills in the target language. They preview, prepare, participate, and perform in the target language to the best of their ability.

**Listening skills/oral comprehension:**

Comprehend questions dealing with short recording, pictures, personal attributes, and motivation to attend GHP.

**Reading skills:**

- Comprehend questions dealing with written documents or visual prompts on everyday life, culture, historic events of the target language.
- Strong candidates in **Latin** have proficiency in comprehending and/or translating authentic, unadapted Latin text.

**Speaking: (Modern Languages)**

- Show ability to use the target language orally in an interview and in writing.
- Show ability in guided conversation, exchanging information, and role play.
- Strong candidates are able to describe an event or personal experience in the target language with proper pronunciation and are comfortable with impromptu conversation and reasoning about everyday life, culture, historic events related to the target language.

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**Interest in the area:**

- Displays sincere motivation to investigate the target language and explore historical and cultural aspects of countries where the target language is spoken.
  - Presents evidence of study, reading or creative activities beyond the classroom.
  - Strong candidates will demonstrate interest in the target language beyond the classroom through relevant extracurricular activities and
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pursuits (e.g., Junior Classical League, language or culture clubs, independent reading, independent study, academic competition team, summer programs, experiences with native speakers, and work and/or volunteer-related experiences).

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**Interview****Expectations:**

- All language students will be assessed on their ability to read, write, and pronounce their target language, as well as their **passion** for and **knowledge of** the target language speaking cultures.
- Semifinalists in world language will participate in an individual interview and are evaluated on a variety of factors, inclusive of, but not limited to, interest, ability, and desire to learn.
- **Chinese, French, German, and Spanish:**  
Semifinalists in Chinese, French, German, and Spanish will participate in an individual interview conducted in the target language and a writing sample in the targeted language. A portion of the interview may consist of oral language picture prompts or listening and reading comprehension exercises.
- **Latin:**  
Semifinalists in Latin will participate in an individual interview conducted in English and a written examination. A portion of the interview may consist of picture identification where students will be asked to identify and/or explain the cultural or historical significance of a set of pictures (usually 3 of 5). The written examination will require students to read an authentic Latin passage and answer subjective reading comprehension questions in English.