

Dorothy Jackson
Riverside Middle School
Room: F122
Voicemail: 355-7983
Email: dcjackso@greenville.k12.sc.us

2011-2012 Language Arts Studies Syllabus

Curriculum Goals

Goal One: To support mastery of core areas of learning at a pace, complexity, abstractness, and depth appropriate for gifted learners.

Goal Two: To develop understanding of concepts, themes, and issues which are fundamental to the disciplines as well as society and to develop an appreciation for interrelationships among the disciplines.

Goal Three: To develop inquiry skills at a level of complexity, abstractness, and depth appropriate for gifted learners.

Goal Four: To develop the skills of critical thinking, problem solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners.

Goal Five: To develop proficiency in communicating abstract and complex ideas, relationships, and issues.

Curriculum Components

Effective curriculum and instruction for gifted and talented students must incorporate the following components:

- Goals that support mastery of core areas of learning
- Scope and sequence that provide meaningful organization and structure
- Learning experiences organized around complex concepts, themes, and issues

- Challenging, meaningful content that exceeds state grade-level standards
- Instruction in the processes of communicating, problem solving, and critical thinking that exceeds state grade-level standards
- Instruction in independent learning skills
- Opportunities for worldwide communication and research
- Products that reflect advanced achievement and in-depth research
- Combination of acceleration and enrichment
- Articulation with the basic core curriculum
- Integrated, relevant assessment of student performance

**First Quarter
Unit I - Dreams**

- Fiction and Nonfiction
 - Prentice Hall Textbook
 - Understanding Elements of Fiction and Nonfiction *Gossamer* by Lois Lowry
- Stylistic Elements of Author: Description, Tone, Characterization, Diction
- Elements of Fiction: Setting, Conflict, Theme, Symbolism
- Vocabulary
- Critical Thinking
- Writing: Journal, Double-Entry Journal, Essay, Original Short Story

**Second Quarter
Unit II - Part I - Conflict Arising from Diversity**

- Elements of Fiction
- Selected Poems
- Vocabulary
- Writing: Journal, Summary/Paraphrase, Autobiography, Letter
- Website Analysis
- Scrapbook with Illustrations and Writing
- Picture Books
- *Lizzie Bright and the Buckminster Boy* by Gary Schmidt
 - Elements of Fiction and Nonfiction
 - Writing: Dialectical Journals, Place Poetry, Field Guide, Descriptive, Persuasive

- Speaking: Persuasive Speech
- *Twelfth Night*
 - Elements of Drama
 - Writing: One-Act Play, Journal, Summary, Expository, Descriptive, Narrative

Grammar and Style Review and Exercises

Stems Lists 11-25 will be incorporated into class each week. Lists will be posted on my website approximately when they are assigned to students

Part II: *A Christmas Carol* by Charles Dickens

- Elements of Drama
- Dialogue
- Comparing Characters
- Vocabulary
- Writing: Comparison/Contrast, Journal

Third Quarter

Unit IV: Appearance Versus Reality (Part 1)

- *The Prince and the Pauper*
 - Elements of Fiction
 - Vocabulary
 - Writing: Dialectical Journal, Two-Voice Poem, Expository Research Report, Character Analysis Paper
 - Vocabulary

Part 2: Conflict

- *Farewell to Manzanar*
 - Nonfiction-conflict resolution
 - Appearance versus reality
 - Elements of nonfiction
 - Scrapbook page project on World War II Internment Camps

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