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## 2011-2012 Gifted & Talented English and Literature 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

The Gifted and Talented Curriculum for seventh grade language arts is divided into four units. One unit will be covered each quarter.

## **First Quarter**

### **Unit I – Appearance versus Reality**

- Fiction and Nonfiction
  - Prentice Hall Textbook
  - Understanding Elements of Fiction and Nonfiction
- *The Prince and the Pauper*
  - Elements of Fiction
  - Vocabulary
  - Writing: Dialectical Journal, Two-Voice Poem, Expository Research Report, Character Analysis Paper
  - Vocabulary
- *Twelfth Night*
  - Elements of Drama
  - Writing: One-Act Play, Journal, Summary, Expository, Descriptive, Narrative
  - Grammar and Style Review and Exercises

## **Second Quarter**

### **Unit II – Part I – Conflict Arising from Diversity**

- The Japanese American Experience in WWII
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston
- *Dear Miss Breed*
  - 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
- *Tulsa Burning* by Anna Myers
  - Elements of Fiction and Nonfiction
  - Writing: Dialectical Journals, Place Poetry, Field Guide, Descriptive, Persuasive
  - Speaking: Persuasive Speech

#### **Part II: A Christmas Carol by Charles Dickens**

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

### **Third Quarter Unit III: Quest**

*King Arthur and His Knights of the Round Table, Book Three*, by Roger Lancelyn Green

- Mythological and Modern-Day Quests
- Writing: Expository Essay
- Oral Presentation

### **Fourth Quarter Unit IV: Dreams**

*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

# General Information

## I. Discipline Policy

### Quality Point System

Each student will begin the quarter with 10 quality points. Students will not lose any quality points by following the expectations listed below:

- ❖ Is on time to class
- ❖ Brings all materials to class
- ❖ Actively participates in class
- ❖ Has a positive attitude
- ❖ Is cooperative
- ❖ Follows all school rules

**One quality point will be lost for each of the following actions:**

- Chewing/Eating gum or candy
- Disrupting class
- Tardy to class
- Missing materials
- Showing disrespect to students or teachers
- Refusing to follow school rules

Certain offenses will result in an automatic office referral.

### Consequences

3 points lost: Parent contact (letter, email, or phone call)

5 points lost: Letter home and referral for detention

8 points lost: Parent contact (letter, email, or phone call)

10 points: Parent contact and referral for In School Suspension

Every 5 points lost thereafter will result in an office referral.

3 Office Referrals: Recommendation for OSS

### Incentives

Students who have lost 3 or fewer quality points, have never served detention, or received a referral will receive incentives each quarter.

Team documentation of points will be kept. Students are responsible for knowing their point status.

Individual teachers reserve the right to their own classroom procedures and additional consequences, as they deem necessary.

## II. Classroom Behavior

Students are expected to follow the classroom rules:

1. Be in class on time and ready to work
2. Bring all books and materials to class
3. Stay in your seat
4. Raise your hand and wait for permission to speak
5. Show respect to everyone

## III. Course Evaluation

- Classwork, quizzes, homework, and all other minor assignments will count for 50% of student's grade.
- Tests and major projects will count as 50% of student's grade.