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2017-18
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 Theme – Conflict Arising from Diversity

Students will:

Know:	Do:
A. Close reading strategies (7-RL 5.1)	, B, C. Cite textual evidence to support analysis and inferences
B. Textual evidence citations to support analysis of explicit statements made in a text (7-RL 5.1)	- annotate the text, mark key words and phrases, flag pages and take notes
C. Textual evidence citations to support an inference drawn from a text (7-RL 5.1)	-accurately cite quotes and paraphrased sections of text (7-RI 5.1)
D. Strategies for comparing and contrasting depiction of historical context (7-RL 7.2)	D, E. Use comparison and contrast strategies to understand the rhetorical effect of the author's
E. Author's use of historical context for rhetorical effect (7-RL 7.2)	literary depiction of a time, place, or character to the historical account of the same time period. (7-RL 7.2)
F. Strategies for using context clues to determine the meanings of words and phrases (i.e. jargon, domain-specific vocabulary, and irony) (7-RL 10.1)	F. Apply strategies for using context clues to determine the meanings of words and phrases (7-RL 10.1)
G. Points of view (7-RL 11.1)	G. Examine various points view within a literary text (7-RL 11.1)
- 1st-person	H. Analyze the author's development and contrasting points of view in order to determine the impact on content, meaning, and style (7-RL 11.1)
- 2nd-person	
- 3rd-person limited	
- 3rd-person omniscient	
- 3rd-person objective	
H. Impact of the author's choice of point of view, perspective, or purposes on the content, meaning, and style (7-RL 11.1)	I. Identify various types of text structures in prose, drama, and poetry (7-RL 12.1)
I. Various types of text structures in prose, drama, and poetry (7-RL 12.2)	J. Analyze and critique the development of theme, setting, and/or plot based on the author's use of complex text structures in prose, drama, and poetry (7-RL 12.1)
- Frame story	
- Chronological	
- Multiple narrators	K. Compare and contrast how various text structure(s) create meaning within the text and influence the reader's response to the text (7-RL 12.2)
- Flashbacks	
- Parallel plots (7-RL 12.2)	
J. Impact of author's use of complex text structures in prose, drama, and poetry on key elements such as plot, setting, and plot development (7-RL 12.1)	L, M, N. Cite multiple examples of textual evidence to support analysis and inferences
K. Significance of various types of text structures on the text's meaning and reader's response to text (7-RL 12.2)	- annotate the text, mark key words and phrases, flag pages and take notes
L. Close reading strategies (7-RI 5.1)	- accurately cite quotes and paraphrased sections of text (7-RI 5.1)
M. Textual evidence to support analysis of explicit statements made in a text (7-RI 5.1)	O. Determine the figurative meanings of words and phrases in text. (7-RI 8.1)
N. Multiple examples of textual evidence to support an inference drawn from a text (7-RI 5.1)	P. Determine the connotative/denotative (technical meanings) of words and phrases in a text (7-RI 8.1)
O. Figurative language such as simile, metaphor, idiom, oxymoron, personification, alliteration, hyperbole, onomatopoeia, and clichés(7-RI 8.1)	Q. Analyze the impact of word choice and its

P. Connotation/denotation (technical meaning) of words and phrases (7-RI 8.1)
Q. Impact of word choice on meaning and tone (7-RI 8.1)
R. Significance of author's perspective (7-RI 10.1)
S. Means of comparing and contrasting such as graphic organizers (7-RI 10.1)
T. Tasks for preparing for group conversations (7-C 1.1)
U. Strategies for sharing ideas effectively and considering different viewpoints (7-C 1.1)
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A. Strategies for reading informational texts (7-RI 4.1)
B. Central ideas (7-RI 6.1)
C. Strategies for writing an objective summary
- key ideas
- supporting details
- avoiding personal bias (7-RI 6.1)
D. Citation of key supporting details to analyze their development (7-RI 6.1)
E. Strategies for crafting an essay introduction with an effective lead that introduces the topic clearly and previews what is to follow (7-W 2.1a)
F. Resources for finding information such as online databases, online encyclopedias, websites, print resources, and interviews. (7-W 2.1b)
G. Strategies for conducting online searches (using keywords, phrases and search engines) (7-W 2.1b)
H. Strategies to assess credibility of sources (7-W 2.1d, 7-C 2.2)
I. Organizational patterns such as definition, classification, compare and contrast, and cause and effect (7-W 2.1c; 7-C 2.1c)
J. Means of developing a topic (7-W 2.1f)
K. Strategies for paraphrasing, summarizing, and using direct quotations from a text and the correct format of in-text citation (7-W 2.1h,i; 7-C 2.3)
L. The writing process: planning, writing, revising, editing, and publishing (7-W 2.1g)
M. An understanding that an effective essay gives credit to others when ideas are gathered while reading or researching by using a standard format (7-W 2.1i, 7-C 2.3)
N. Meaning of various transitions and effect on cohesion and clarity (7-W 2.1j; 7-C 2.1)

effect on meaning and tone (7-RI 8.1)
R, S. Determine how an author's perspective or purpose is conveyed in informational text and compare and contrast multiple accounts of the same event or topic. (7-RI 10.1)
T. Prepare for conversations about complex ideas and texts (7-C 1.1)
U. Use strategies to communicate differing viewpoints effectively and reflect about how ideas are shaped by further knowledge about ideas and viewpoints (7-C 1.1)

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A. Read informational text for purpose, understanding, and comprehension (7-RI 4.1)
B. Identify central idea (7-RI 6.1)
C. Use identified supporting details to construct a summary of the central idea distinct from identified personal judgments or opinions (7-RI 6.1)
D. Cite key supporting details found in the text (7-RI 6.1)
E. Write an effective essay introduction that introduces the topic clearly and previews what is to follow (7-W 2.1a)
F. Gather information from multiple sources (print and digital) (7-W 2.1b)
G. Use keywords, phrases and search engines to conduct online searches (7-W 2.1b)
H. Assess credibility of selected sources for research (7-W 2.1d; 7-C 2.2)
I. Select and implement the most appropriate organizational pattern for writer's purpose (7-W 2.1c, 7-C 2.1c)
J. Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples (7-W 2.1f)
K. When appropriate, use paraphrasing, summarizing, and direct quotations from sources for support while avoiding plagiarism (7-W 2.1h,i; 7-C 2.3)
L. Revise writing individually and with help from peers and edit for grammar, mechanics and spelling errors (7-W 2.1g)
M. Follow a standard format for citation such as MLA style (7-W 2.1i, 7-C 2.3)
N. Choose effective transitional words within and between paragraphs to create cohesion and clarify relationships among ideas (7-W 2.1j; 7-C 2.1)
O. Choose precise language and domain-

O. Effect of word choice including domain-specific vocabulary on informative writing (7-W 2.1k; 7-C 5.2) P. Speech must be adapted to context - we adapt our speech based on our situation and audience - we must use formal English (no slang, proper grammar, etc.) for appropriate tasks and audiences (7-W 2.1l, 7-C 1.3) Q. Strategies for effectively concluding an informative/expository text (7-W 2.1m)	specific vocabulary to inform or explain a topic (7-W 2.1k; 7-C 5.2) P. Adapt speech based on context - Identify different ways of speaking based on situation and audience - Use formal English (no slang, proper grammar and pronunciation) in classroom setting (7-W2.1l, 7-C 1.3) Q. Write a conclusion that supports the ideas in the informative/explanatory text and leaves the audience thinking (7-W2.1m)

Second Quarter
Unit 2 Theme: Appearance versus Reality

Students will:

Know:	Do:
A. Close reading strategies (7-RL 5.1) B. Textual evidence citations to support analysis of explicit statements made in a text (7-RL 5.1) C. Textual evidence citations to support an inference drawn from a text (7-RL 5.1) D. Thematic development (7-RL 6.1) E. Strategies for summarizing objectively without personal bias (7-RL 6.1) - key ideas - supporting details F. Media techniques in literary texts and diverse media (7-RL 7.1) G. Effect of media techniques on interpretation of Ideas, themes, or topics in literary texts and diverse media (7-RL 7.1) H. Strategies for comparing and contrasting depiction of historical context (7-RL 7.2) I. Author's use of historical context for rhetorical effect (7-RL 7.2) J. Elements of plot-exposition, conflict, rising action, climax, falling action, resolution (7-RL 8.1) K. Character types vocabulary - flat and round - static and dynamic - protagonist and antagonist - direct and indirect characterization (7-RL 8.1)	A, B, C. Cite textual evidence to support analysis and inferences - annotate the text, mark key words and phrases, flag pages and take notes - accurately cite quotes and paraphrased sections of text (7-RI 5.1) D. Identify and analyze development of theme(s) (7-RL 6.1) E. Provide an objective summary using key ideas and details to support analysis of thematic development (7-RL 6.1) F, G. Analyze the effects of various media techniques on ideas, themes, or topics in literary texts and diverse media (7-RL 7.1) H, I. Use comparison and contrast strategies to understand the rhetorical effect of the author's literary depiction of a time, place, or character to the historical account of the same time period. (7-RL 7.2) J, K, L. Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot (7-RL 8.1) M. Analyze interaction of elements in a narrative or drama (7-RL 8.1) N. Recognize types of contextual influences, such

Know:	Do:
L. Effect of setting on character and/or plot development (7-RL 8.1) M. Elements of a narrative or drama (7-RL 8.1) N. Types of contextual influence-historical, cultural, social, political ((7-RL 8.1 O. Impact of contextual influences on setting, plot, and characters (7-RL 8.1) P. Author's choice of words, word phrases and conventions such as sentence structure, spelling, punctuation, capitalization, grammar, dialect (7-RL 9.2) Q. Strategies for analyzing an author's choice of words, phrases, and conventions on meaning and tone (7-RL 9.2) R. Strategies for using context clues to determine the meanings of words and phrases (7-RL 10.1) S. Points of view (7-RL 11.1) - 1st-person - 2nd-person - 3rd-person limited - 3rd-person omniscient - 3rd-person objective T. Impact of the author's choice of point of view, perspective, or purposes on the content, meaning, and style (7-RL 11.1) U. Various types of text structures in prose, drama, and poetry - Frame story - Chronological - Multiple narrators - Flashbacks - Parallel plots (7-RL 12.1) V. Impact of author's use of complex text structures in prose, drama, and poetry on key elements such as plot, setting, and plot development (7-RL 12.1) W. Strategies for effectively conducting cooperative reading in whole and small groups (7-RL 13.1)	as historical, cultural, social, or political (7-RL 8.1) O. Explain the impact of contextual influences on setting, plot, and characters (7-RL 8.1) P. Identify the author's use of specific word choices, phrases, and conventions (7-RL 9.2) Q. Analyze the impact of the author's choice of words, phrases and conventions on meaning and tone (7-RL 9.2) R. Apply strategies for using context clues to determine the meanings of words and phrases (7-RL 10.1) S. Examine various points view within a literary text (7-RL 11.1) T. Analyze the author's development and contrasting points of view in order to determine the impact on content, meaning, and style (7-RL 11.1) U. Identify various types of text structures in prose, drama, and poetry (7-RL 12.1) V. Analyze and critique the development of theme, setting, and/or plot based on the author's use of complex text structures in prose, drama, and poetry (7-RL 12.1) W. Engage in purposeful whole and small group reading in order to understand and evaluate the text(s) (7-RL 13.1)

Quarter Three
Unit 3 Theme: Literary Quests

Students will:

Know:	Do:

A. Strategies for comparing and contrasting depiction of historical context (7-RL 7.2) B. Author's use of historical context for rhetorical effect (7-RL 7.2) C. Elements of plot-exposition, conflict, rising action, climax, falling action, resolution (7-RL 8.1) D. Character types vocabulary - flat and round - static and dynamic - protagonist and antagonist - direct and indirect characterization (7-RL 8.1) E. Effect of setting on character and/or plot development (7-RL 8.1) F. Elements of a narrative or drama (7-RL 8.1) G. Types of contextual influence-historical, cultural, social, political ((7-RL 8.1 H. Impact of contextual influences on setting, plot, and characters (7-RL 8.1) I. Various types of text structures in prose, drama, and poetry - Frame story - Chronological - Multiple narrators - Flashbacks - Parallel plots (7-RL 12.1) J. Impact of author's use of complex text structures in prose, drama, and poetry on key elements such as plot, setting, and plot development (7-RL 12.1) K. Practices and habits employed by successful independent readers (7-RL 13.2) L. Practices and habits employed by self-directed, critical readers and thinkers (7-RL 13.3) M. Tasks for preparing for group conversations (7-C 1.1) N. Strategies for sharing ideas effectively and considering different viewpoints (7-C 1.1) O. Effective communication techniques (7-C 1.3) P. Formal and informal voice (7-C 1.3)	A., B. Use comparison and contrast strategies to understand the rhetorical effect of the author's literary depiction of a time, place, or character to the historical account of the same time period. (7-RL 7.2) C, D, E. Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot (7-RL 8.1) F. Analyze interaction of elements in a narrative or drama (7-RL 8.1) G. Recognize types of contextual influences, such as historical, cultural, social, or political (7-RL 8.1) H. Explain the impact of contextual influences on setting, plot, and characters (7-RL 8.1) I. Identify various types of text structures in prose, drama, and poetry (7-RL 12.1) J. Analyze and critique the development of theme, setting, and/or plot based on the author's use of complex text structures in prose, drama, and poetry (7-RL 12.1) K. Independently read for extended periods of time (7-RL 13.2) L. Independently regulate interpretive reading and critical thinking (7-RL 13.3) M. Prepare for conversations about complex ideas and texts (7-C 1.1) N. Use strategies to communicate differing viewpoints effectively and reflect about how ideas are shaped by further knowledge about ideas and viewpoints (7-C 1.1) O. Apply effective communication techniques (7-C 1.3) P. Utilize formal and informal voice as appropriate for audience, setting, and tasks (7-C 1.3)

Quarter Four
Unit 4 Theme: This I Believe

Students will:

Know:	Do:

A. Narrative techniques for developing real or imagined experiences or events (7-W 3.1a) B. Strategies for developing narrative leads such as beginning with action, dialogue, or reaction (in medias res) (7-W 3.1b) C. Narrative structure such as exposition, rising action, climax, falling action, and resolution (7-W 3.1c) D. Writer's craft such as dialogue, pacing, and manipulation of time (7-W 3.1d) E. Meaning of relevant transitions and effect on unity and clarity such as first, next, meanwhile, later, finally, in the end (7-W 3.1e) F. Writing process including self and peer revisions (7-W 3.1f) G. Imagery, precise vocabulary, and sensory language in narratives (7-W 3.1g) H. Strategies for developing narrative conclusions (7-W 3.1h) I. Grade-level conventions of standard English capitalization, punctuation, and spelling when writing (7-W 5.2)	A. Apply effective narrative techniques for developing real or imagined experiences or events (7-W 3.1a) B. Incorporate strategies to develop narrative leads (7-W 3.1b) C. Use logical story structure to organize experiences and/or events (7-W 3.1c) D. Use writer's craft to develop the narrative (7-W 3.1d) E. Incorporate relevant transition words, phrases, and clauses to convey appropriate sequence of experiences/events (7-W 3.1e) F. Guide writing by generating a plan, making necessary revisions, and editing in order to build ideas (7-W 3.1f) G. Use imagery, precise vocabulary, and sensory language to capture the action, convey experiences/events, and develop characters (7-W3.1g) H. Incorporate strategies to logically conclude a narrative (7-W3.1h) I. Demonstrate mastery of grade-level conventions of standard English capitalization, punctuation, and spelling when writing (7-W 5.2)

We will study several novels throughout the year. Novels to be studied are listed below:

Tulsa Burning by Anna Myers
The Prince and the Pauper by Mark Twain
Twelfth Night by William Shakespeare
Lizzie Bright and the Buckminster Boy by Gary Schmidt
A Christmas Carol by Charles Dickens

*Because our primary goal is to maximize student achievement, material may be added, deleted, and/or substituted at the teacher's discretion based upon the individual needs, levels, and learning styles of each class. Creative projects, written assignments, and supplemental materials may be included also throughout the year as opportunities arise.

Materials:
 Students will need the following:
- a three-ring binder or a section in a three-ring binder for Language Arts
- Loose-leaf paper
- red pen
- pencils
- a novel of their choice to read if they finish their assigned work
- Composition book (journal writing)
- Textbook – HMH Collections
- Performance Assessment workbook
- Close Reader workbook

Weekly and Ongoing Assignments:
- **Starters-**Monday through Friday, we will have starters based on the South Carolina Standards. After every ten starters, they will be turned in for completion/effort grade followed by a quiz on the vocabulary words.
- **Stems-** Stem Tests will be given every two weeks (skipping some weeks when necessary). The list of stems is given two weeks in advance. Lists include 25 stems. Tests will be on Wednesdays.
- **Grammar-** Grammar homework will be assigned most weeks and an assessment will follow.

Rules for Student Behavior: (see Agenda/Student Handbook for 4-step discipline plan)
- **Be prompt**-on time for class and in your assigned seat before the bell rings
- **Be prepared**-have all required materials every day; bring a novel to class every day
- **Be polite**-respect others and their belongings, and they (and I) will respect you!

Grading Policy and Weighting of Grades will follow the Directive from the Greenville County Schools
47% Major Assessments-Tests, Projects
3% Benchmark Tests
50% Minor Assessments-Homework, Classwork, Quizzes

Grades are available at all times on the Portal. Grades will be posted as soon as I have graded the work. If you have questions concerning a particular grade, please ask your child for an explanation before you contact me. If you continue to have further questions, contact me.

Late Work:
Refer to the Riverside Middle School Late Work Policy in the Agenda/Student Handbook and on the school website.