

RENTON SCHOOL DISTRICT NO. 403
DEPARTMENT OF INSTRUCTION
ELEMENTARY DISCOVERY PROGRAM
SUPPLEMENTAL CURRICULUM GUIDE
FOR
GRADES 2 THROUGH 5

Acknowledgements

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

RENTON SCHOOL DISTRICT NO. 403

GENERAL INSTRUCTIONAL GOALS

Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes--emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

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In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to--gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

***EVALUATION:** The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community*

POLICY

Adopted: January 19, 1989

Revised: May 21, 1987

Revised: April 8, 1998

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RENTON SCHOOL DISTRICT

Renton, Washington

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□ Discovery Program History of Course Development

Renton's elementary gifted program began in 1975. It has grown to include two magnet schools located on Renton's east and south hills. Students in grades two through five are served, usually in multi-age classes which combine two grade levels in one classroom.

Renton's middle school gifted education program began in 1979. In all three middle schools, sixth, seventh and eighth graders are served in the areas of language arts and social studies. Discovery Program students are given priority placement in these classes. If there is additional space, students selected from the regular program are "blended" with the gifted students. Discovery Program students who show advanced aptitude for math are placed in appropriate math classes.

At the high school level, counseling for appropriate selection of courses is provided. Students have choices of advanced placement and honors courses, and may receive high

school credit for courses from local college studies. Various program options are defined in the High School Registration Booklet given to students as they register for high school courses in the spring of their eighth grade year.



What We Believe . . .

The progress of human society depends on the development of the creative talents and effective problem solving skills of its members. Students identified as having unique talents and intellectual capacities are a special population capable of exceptional contributions to society. These students may have special needs created by their high degree of sensitivity, wide range of interests, advanced verbal and academic skills, rapid rate of learning, and capacity for higher levels of complex thought. In order to realize their potential, these gifted students ordinarily require educational experiences and services different from those normally provided by the regular school program.

To this end, the Discovery Program of the Renton School District is committed to providing an appropriate educational environment which encourages: self-directed learning, leadership skills, a spirit of inquiry, scholarship, and a love for learning. This is achieved through the development and application of higher level thinking skills in an enriched and accelerated curriculum with an emphasis on interdisciplinary studies.



Our Program Goals

Provide an opportunity for highly capable learners to interact with peers of like abilities in order to promote a healthy self-concept relative to their giftedness.

- Provide in-depth, advanced content and facilitate the development of sophisticated research skills.
- Provide an environment which encourages divergent thinking, creative problem solving, and high level thinking.
- Provide leadership and participatory opportunities which will enhance the community and society.
- Provide opportunities for self-directed learning.

Discovery Program Student Attitudes

The intent of our instruction is that, appropriate to maturity and achievement, our students will:

1. Demonstrate awareness of the importance of learning;

2. Demonstrate sensitivity to and concern for human needs and social problems;
3. Accept difference of abilities, religion, race, and culture;
4. Accept responsibility for personal behavior;
5. Understand and accept personal strengths and weaknesses;
6. Demonstrate self-reliance and self-discipline in working independently;
7. Cooperate in group activities and demonstrate appropriate leadership skills for democratic processes;
8. Use information from self-evaluation for further improvement; and
9. Recognize that creative individuals have the potential to improve society.

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Elementary Discovery Program Curriculum

The core curriculum of the Discovery Program is the Renton School District's adopted curriculum for each grade and subject area. We also use supplemental materials to provide expanded and enriched learning experiences for our highly capable students. Because our program is usually structured around multi-aged classrooms with two grades, our supplemental curriculum and materials are frequently used across grade levels. The following descriptions of curriculum emphasis and the accompanying materials will be presented in the multi-age classroom format.

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Reading Curriculum Focus - Grade 2

Reinforce - Genres and Text Features

FICTION: re-telling, songs, letters, diaries, rhymes, verse, narratives (realistic, fantasy, traditional)

NON-FICTION: reading directions, explanations, reporting, questions and answers,

TEXT FEATURES: labels, captions, story maps, charts, cover information, title page, table of contents, glossary, diagrams, maps and map keys

Introduce

FICTION: folk tales, legends and plays, historical and contemporary novels,

NON-FICTION: articles, dictionaries, maps, informational posters, encyclopedias, almanacs, thesaurus,

TEXT FEATURES: chapter headings, pie charts and bar graphs, acknowledgments, blurbs, index



Reading Curriculum Focus - Grade 3

Reinforce

FICTION: Narratives- realistic, fantasy, traditional folktales, legends; songs, personal letters, diaries, plays,

NON-FICTION: Texts and other materials about science, social studies, encyclopedias, almanacs, thesaurus, math, the arts, health, fitness, and technology,

TEXT FEATURES: labels, captions, story maps, charts, table of contents, glossary, diagrams (maps, map keys/scales,), chapter headings, acknowledgments blurbs, index

Introduce

FICTION: rhyming and blank verse, adages, proverbs, essays,

NON-FICTION: technical texts, brochures, diaries, biographies, speeches, interviews, advertisements, essays,

TEXT FEATURES: introductions, timetables, parentheses, references, footnotes, checklists, subheadings, tables, asterisks, paragraphs, graphs



Supplementary Language Arts Materials for Grades 2 and 3

Fiction

Junior Great Books; Series 2 and Series 3, First and Second Semester Student Books, Teacher's Editions, and Interpretive Activity Book; Chicago, Illinois: The Great Books Foundation: 1992

Poetry

Painting the Sky, Writing Poetry with Children; Tucker, Shelley; Glenview, Illinois: GoodYear Books, Scott Foresman: 1995

A Child's Anthology of Poetry; edited by Elizabeth Hauge Sword with Victoria Flournoy McCarthy; Hopewell, New Jersey: Scholastic Inc.: 1998

Non Fiction

Scholastic News; Jefferson City Missouri: Scholastic Inc.: (published weekly during the school year)

Reading and Writing Integrated Units

Journeys and Destinations; Dubuque, Iowa: Kendall/Hunt Publishing Company: 1998



Social Studies - Grade 2 and 3 Families/Neighborhoods/Communities Supplementary Materials

Integrated, Interactive Units

Zoo; El Cajon, California: Interaction Publishers: 1990

Homestead; El Cajon, California: Interaction Publishers: 1974

Ferne's Farm; El Cajon, California: Interaction Publishers, 1998,

McGuire, Margit E. *Story Path: Families and Their Neighborhoods; Chicago, Illinois: Everyday Learning Corporation: 1997*

McGuire, Margit E. *Story Path: The Parade: Celebrating Cultural Traditions; Chicago, Illinois: Everyday Learning Corporation: 1998*

McGuire, Margit E. *Story Path: Communities and Their Decisions; Chicago Illinois: Everyday Learning Corporation: 1997*

Puget Sound Communities; Primary Integrated Unit: Tahoma School District: 1996

Magazines

Scholastic News; Jefferson City, Missouri: Scholastic Inc.: (published weekly during the school year)

Reference Materials

Desk Maps and Atlases

Mathematics Grades 2 and 3 Supplementary Materials

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Investigations Grade 3 Curriculum Units (listed below); White Plains, New York: Dale Seymour Publications: 1995

Things That Come in Groups

Mathematical Thinking at Grade 3

Flips, Turns, and Area

From Paces to Feet

Landmarks in the Hundreds

Up and Down the Number Line

Combining and Comparing

Turtle Paths

Fair Shares

Exploring Solids and Boxes

Reading Curriculum Focus - Grade 4

Reinforce

FICTION (Literary): Narratives (realistic, fantasy, traditional, folktales, legends, fables, myths), songs, letters (personal and functional), diaries, verse (rhyming and blank), plays, adages, proverbs, essays, historical and contemporary novels,

NON-FICTION (informational, task career): Texts and other materials about science, social studies, math, the arts, health, fitness, and technology; procedural and technical texts, exposition, reports, dictionaries, informational posters, encyclopedias, almanacs, thesaurus, brochures, diaries, biographies, speeches, interviews, advertisements, essays,

TEXT FEATURES: labels, captions, story maps, charts, table of contents, glossary, diagrams (maps, map keys/scales,), chapter headings, acknowledgments blurbs, index, introductions, timetables, parentheses, references, footnotes, checklists, subheadings, tables, asterisk, paragraphs, graphs

Introduce

FICTION (Literary): magazines, comics,

NON-FICTION (Informational, task, career): Newspaper reports, magazine articles, memos, directories, business letters, schedules,

TEXT FEATURES: Instructions, codes, abbreviations

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Reading Curriculum Focus - Grade 5

Reinforce

FICTION(Literary): Narratives (realistic, fantasy, traditional, folktales, legends, fables, myths), songs, letters (pesonal and functional), diaries, verse (rhyming and blank), plays, adages, proverbs, essays magazines, historical and contemporary novels, comics,

NON-FICTION (informational, task career): Texts and other materials about science, social studies, math, the arts, health, fitness, and technology; procedural and technical texts, exposition, reports, dictionaries, informational posters, encyclopedias, almanacs, thesaurus, brochures, diaries, biographies,

speeches, interviews, advertisements, essays, newspaper reports, magazine articles, memos, directories, business letters, schedules,

TEXT FEATURES: labels, captions, story maps, charts, table of contents, glossary, diagrams (maps, map keys/scales,), chapter headings, acknowledgments blurbs, index, introductions, timetables, parentheses, references, footnotes, checklists, subheadings, tables, asterisk, paragraphs, graphs, instructions, codes, abbreviations

Introduce

FICTION (Literary): verse--haiku, cinquain and ballads

NON-FICTION (Information, task, career): manuals, promotional material, atlases

TEXT FEATURES: Appendices, Bibliographies, chapter summaries

□ Supplementary Language Arts Materials for Grades 4 and 5

Fiction

Junior Great Books; Series 4 and Series 5, First and Second Semester Student Books, Teacher's Editions, and Interpretive Activity Books; Chicago, Illinois: The Great Books Foundation: 1992 (Series 4), 1993 (Series 5)

Poetry

Painting the sky, Writing Poetry with Children; Tucker, Shelley; Glenview, Illinois: GoodYear Books, Scott Foresman: 1995

A Child's Anthology of Poetry; edited by Elizabeth Hauge Sword with Victoria Flournoy McCarthy; Hopewell, New Jersey: Scholastic Inc.: 1998

Non Fiction

Time for Kids ; New York, New York: Time Inc.: (26 issues from September to May) Teacher's Guide and seasonal special issues included)

Reading and Writing Integrated Units

Autobiographies; Dubuque, Iowa: Kendall/Hunt Publishing Company: 1998

**Social Studies Grades 4 and 5
Washington State and the United States
Supplementary Materials**
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Integrated, Interactive Units

Pioneers; El Cajon, California: Interaction Publishers: 1974

Homestead (continued from 3rd Grade); El Cajon, California: Interaction Publishers: 1974

Pacific Rim; El Cajon, California: Interaction Publishers: 1995

Gold Rush 2; El Cajon, California: Interaction Publishers: 1997

Civil War; El Cajon, California: Interaction Publishers: 1993

Discovery 3; El Cajon California: Interaction Publishers: 1998

Clipper; El Cajon, California: Interaction Publishers: 1982

Heritage; El Cajon, California: Interaction Publishers: 1979

Galleon; El Cajon, California: Interaction Publishers: 1998

Independence 2; El Cajon, California: Interaction Publishers: 1997

McGuire, Margit E., *Story Path: Early Northwest Coast People*;

Chicago, Illinois: Everyday Learning Corporation: 1997

McGuire, Margit E., *Story Path: The Struggle for Independence*:

Chicago, Illinois: Everyday Learning Corporation: 1996

Washington State History, Intermediate Integrated Unit: Tahoma School District: 1996

Early American History, Intermediate Integrated Unit: Tahoma School District: 1996

Snedden, Robert, *Explor-a-maze*; Dorking, Great Britain: The Templar Company, Scholastic Inc.: 1998

Magazines

Time for Kids ; New York, New York: Time Inc.: (26 issues from September to May)
Teacher's Guide and seasonal special issues included)

Reference Materials

Cavan, Seamus, *Lewis and Clark and the Route to the Pacific*; New York, Philadelphia:
Chelsea House Publishers: 1991

Murphy, Dan and Muench, David, *Lewis and Clark: Voyage of Discovery, The Story Behind
the Scenery*; Las Vegas, Nevada:

KC Publications: 1977

Porter, Frank W., *The Coast Salish Peoples*; New York, Philadelphia: Chelsea House
Publishers: 1989

Hands On Geography for Washington State; Chicago , Illinois: Nystrom: 1998

Mapping American History to 1877; Chicago, Illinois: Nystrom: 1998

Desk Maps, Atlases

Video

Lewis and Clark,, The Journey of the Corps of Discovery, Ken Burns, Florentine Films and
WETA, Washington DC, 1997

Mathematics - Grades 4 and 5 Supplementary Materials

Investigations Grades 4 and 5 Curriculum Units (listed below): White Plains, New York: Dale
Seymour Publications: 1995 (Grade 4) and 1996 (Grade 5)

Mathematical Thinking at Grade 4 Mathematical Thinking at Grade 5

Arrays and Shares Picturing Polygons

Seeing Solids and Silhouettes Name that Portion

Landmarks in the Thousands Between Never and Always

Different Shapes, Equal Pieces Building on Numbers You Know

The Shape of the Data Measurement Benchmarks

Money, Miles, and Large Numbers Patterns of Change

Packages and Groups Containers and Cubes

Sunken Ships and Grid Patterns Data: Kids, Cats, and Ads

Changes Over Time

Three out of Four Like Spaghetti

Discovery Program Science Curriculum

Because our classrooms have different multi-age configurations in grades 2 through 5, we have established two approaches to the science units to accommodate these differences.

Science Course Rotation/Three-Classroom Program

Classrooms with grades 2/3 and 3/4 alternate between Life Sciences/Ecology and Physical Science

Grade 5 would study Earth Science

Science Course Rotation/Two-Classroom Program

Classroom with grade 2/3 would divide Life Sciences/Ecology into 2 years

The grade 4/5 classroom would alternate between Physical and Earth Sciences in the two-year period

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Life Sciences/Ecology: Grades 2 and 3

The student understands and uses scientific concepts and principles.

1.1 Nature and properties of earth materials

Basis of biological diversity

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1.2 Systems



Focus Units/Kits

Reptiles
Water for Living
Cycles in Nature
Insects
Endangered Species



Science - Grades 2 and 3 Supplementary Materials

Integrated, Interactive Units

Science Fair, El Cajon, California: Interaction Publishers: 1988

Petersen's Pond, El Cajon, California: Interaction Publishers: 1997

Insect Island, El Cajon, California: Interaction Publishers: 1998 *Chow 2*, El Cajon, California:
Interaction Publishers: 1998

Learning Contracts; El Cajon, California: Interaction Publishers: 1998

McGuire, Margit E., *Story Path, The Rainforest*; Chicago, Illinois: Everyday
Learning Corporation: 1998

Reference Materials

Friedl, Alfred E., *Teaching Science to Children*; New York, Saint Louis:
McGraw-Hill, Inc.: 1991

Periodicals

Science and Children; Arlington, Virginia: National Science Teacher's Association

Physical Sciences: Grade 4

1.1 Properties of Substances

Motion of Objects

Wave Behavior

1.2 Systems

Focus Units/Kits

Energy and Electricity,
Energy, Heat, and Temperature
Magnetism and Electricity
Liquid Lab
Force, Motion, and Machines
Light and Sound



Earth/Space Sciences: Grade 5

1.1 Nature and properties of earth materials

1.2 Systems

Focus Units/Kits

Geology
Salmon
Green Plants
Astronomy
Weather



Science - Grades 4 and 5 Supplementary Materials

Integrated, Interactive Units

Project Polaris; El Cajon, California: Interaction Publishers: 1995

Galaxy; El Cajon, California: Interaction Publishers: 1979

Science Fair; El Cajon, California: Interaction Publishers: 1988

Mysterious Machine; El Cajon, California: Interaction Publishers: 1998

Mars; El Cajon, California: Interaction Publishers: 1992

Invent; El Cajon, California: Interaction Publishers: 1994

Earth-Science Contracts; El Cajon, California: Interaction Publishers: 1989

Space Contracts; El Cajon, California: Interaction Publishers: 1989

Learning Contracts; El Cajon, California: Interaction Publishers: 1998

McGuire, Margit E., *Story Path: The Space Colony and It's Constitution*; Chicago, Illinois: Everyday Learning Corporation: 1998

Reference Materials

Friedl, Alfred E., *Teaching Science to Children*; New York, Saint Louis: McGraw-Hill, Inc.: 1991

Periodicals

Science and Children; Arlington, Virginia: National Science Teacher's Association

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