

RENTON SCHOOL DISTRICT NO. 403
DEPARTMENT OF INSTRUCTION
MIDDLE SCHOOL DISCOVERY PROGRAM
SUPPLEMENTAL CURRICULUM GUIDE
FOR
GRADES 6 THROUGH 8

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/504 Compliance Coordinator, 425-204-2421, 300 SW 7th St, Renton, Washington 98055.

Supplemental Curriculum DRAFT

MAY 1999

Acknowledgements

□

Board of Directors

Ms. Joy Poff, President
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Mr. Jim Berwick
Ms. Bev Barfield
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□

Office of the Superintendent

□

Dr. Dolores Gibbons

□

Department of Instruction

□

Vera Risdon, Assistant Superintendent, Curriculum and Instruction

□

Britta Carns, Director, Language Arts, Social Studies, World Languages, Libraries, and the Discovery Program

□

Middle School Discovery Program Curriculum Committee

□

Cara Galssey

Anne Zuckerman

Carol Jackson

Linda Lowell

Bev Nyberg

Esther Rich

Christine Weinker

□

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

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POLICY OF RENTON SCHOOL DISTRICT, Renton, Washington

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Adopted January 19, 1989

Revised May 21, 1987

Revised April 8, 1998

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.

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DISCOVERY PROGRAM STUDENT ATTITUDES

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

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

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MIDDLE SCHOOL DISCOVERY PROGRAM CURRICULUM

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Our middle school Discovery Program focuses on language arts and social studies. Highly capable students have the opportunity to work together for two class periods. Currently, our program students are joined by other students who would benefit from the same level of instruction in what we call a "blended" classroom. The adopted district curriculum provides the foundation for each course. Our teachers, with the aid of supplementary materials, provide appropriate enrichment and extension activities as part of daily instruction.

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The middle school Discovery Program teacher acts as facilitator for student learning. Students have more independence as well as responsibility. Self direction and divergent thinking are encouraged. Individualized learning styles are accommodated, but final projects must meet the elements of the required assignment. There is emphasis on critical and interpretive thinking (analysis, synthesis, application), with focus on mastery and shared inquiry. Current issues and events will be integrated into established curriculum when appropriate.

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Language Arts and Social Studies Grade - 6

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Social Studies in sixth grade explores the history and geography of the Eastern Hemisphere and provides a focus for the integration of the reading, research, writing and communication skills which are the center of language arts instruction. Reading instruction and assignments will continue to reinforce the genres and text features used in our elementary program while adding a few new ones.

Reinforce - Genres and Text Features

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

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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

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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

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Introduce

FICTION (Literary): Contemporary and historical poetry

NON-FICTION (Informational, task, career): Policies, public documents (contracts, warranties, and guarantees), consumer reports, trade publications, research papers

TEXT FEATURES: Margin entries, symbols

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Supplementary Materials for Language Arts and Social Studies - Grade 6

Fiction

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Junior Great Books; Series 6, First and Second Semester Student Books, Teacher's Edition and Interpretive Activity Book; Chicago, Illinois: The Great Books Foundation: 1993

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Paulsen, Gary, *Hatchet* (the sequels); 1996

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Craighead, Joan, *My Side of the Mountain*; 1991

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Dickenson, Peter, *A Bone from the Dry Sea*; 1995

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Scieszka, Jon, *Tut Tut*; 1996

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McGraw, Eloise Jarvis, *The Golden Goblet*; 1990

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Lila Perl, Erika, *Mummies, Tombs and Treasures*; 1995

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Osborne, Mary Pope, *Favorite Greek Myths*; 1991

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Smyrnaeus, Quinlus, *Fall of Troy*; 1962

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Clayborne, Anna and Anderson, Jeff, *Adventures of Ulysses: Library of Myths and Legends*; 1983

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Garden, Nancy, *Dove and Sword : A Novel of Joan of Arc*; 1995

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Winthrop, Elizabeth, *The Castle in the Attic* , 1986

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Winthrop, Elizabeth, *The Battle of the Castle* , 1994

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Greer, Gary, *Max, Me and the Time Machine* , 1988

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Konigsburg, *Proud Taste for Scarlet and Miniver*, 1985

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Integrated, Interactive Units

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

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Persuasion; El Cajon, California: Interaction Publishers: 1993

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Responding; El Cajon, California: Interaction Publishers: 1994

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Bones and Stones; El Cajon, California: Interaction Publishers: 1995

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Ancient Greece; El Cajon, California: Interaction Publishers: 1997

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Rome; El Cajon, California: Interaction Publishers: 1996

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Christendom; El Cajon, California: Interaction Publishers: 1995

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Teacher-Created Units

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Archeology - Anne Zuckerman

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CD Book Report - Anne Zuckerman

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Famous Artist - Cara Glassey

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Powerful People of the Past - Carol Jackson

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Language Arts and Social Studies Grade - 7

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Social Studies in the seventh grade continues the focus begun in the sixth grade and expands to the Western Hemisphere. The geography, history and cultures of the Western Hemisphere establish the foundation, once again, for expanded learning experiences in reading, writing, research and communication. The genres and text features introduced in earlier grades, continue to be reinforced in seventh grade.

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Reinforce - Genres and Text Features

FICTION(Literary): Narratives (realistic, fantasy, traditional, folktales, legends, fables,

myths), songs, letters (personal and functional), diaries, verse (rhyming and blank), plays, adages, proverbs, essays magazines, historical and contemporary novels, comics, contemporary and historical poetry

□

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, policies, public documents - contracts, warranties, and guarantees, consumer reports, trade publications, research papers

□

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, abbreviation, margin entries, symbols

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Supplementary Materials for Language Arts

Social Studies - Grade 7

Fiction

Junior Great Books ; Series 7, Student Books, Teacher's Edition and Interpretive Activity Book; Chicago, Illinois: The Great Books Foundation: 1992

Naidoo, Beverly, *Chain of Fire ; 1993*

Silver, Norman, *No Tigers in Africa ; 1994*

Yep, Lawrence, *Hiroshima ; 1996*

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Integrated, Interactive Units

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

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Persuasion ; El Cajon, California: Interaction Publishers: 1993

Responding ; El Cajon, California: Interaction Publishers: 1994

Amigos ; El Cajon, California: Interaction Publishers: 1996

Adapt ; El Cajon, California: Interaction Publishers: 1994

Sanga ; El Cajon, California: Interaction Publishers: 1974

Language Arts and Social Studies Grade - 8

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In eighth grade social studies, students explore the History of the United States with special emphasis on our United States Constitution and the rights and responsibilities of citizenship. Their studies also address the multiculturalism, economics and international/global perspective of our country. They also have many opportunities to practice and improve their skills in reading, writing and communication. The genres and text features introduced in earlier grades, continue to be reinforced in the eighth grade.

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Reinforce - Genres and Text Features

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

□

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, policies, public documents - contracts, warranties, and guarantees, consumer reports, trade publications, research papers

□

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, abbreviation, margin entries, symbols

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Supplementary Materials for Language Arts and Social Studies - Grade 8

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Literature

Junior Great Books ; Series 8, Student Books, Teacher's Edition and Interpretive Activity Book; Chicago, Illinois: The Great Books Foundation: 1992

A Gathering of Equals: Junior Great Books for Social Studies ; Student Books, and Teacher's Guide; Chicago, Illinois: The Great Books Foundation: 1998

Densberg, Barry, *Voices from Vietnam* ; 1997

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Periodicals

Time Magazine (with Teacher Guides); New York, New York

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Integrated, Interactive Units

Persuasion ; El Cajon, California: Interaction Publishers: 1993

Responding ; El Cajon, California: Interaction Publishers: 1994

Right Brain, Left Brain ; El Cajon, California: Interaction Publishers: 1998

Constitution ; El Cajon, California: Interaction Publishers: 1994

Social Studies Steps ; El Cajon, California: Interaction Publishers: 1993