



**HARMONY SCIENCE ACADEMY  
HOUSTON**

**GT HANDBOOK**  
**2007-2008**

## **GT PROGRAM OVERVIEW**

“Gifted and talented student” means a student who, by virtue of outstanding mental abilities, is capable of high performance. The student may demonstrate, singly or in combination, above average achievement or potential in such areas as general intellectual ability, or specific subject matter aptitude. The phrase does not include students who demonstrate above-average achievement or potential in areas relating to physical abilities. (Education Code 29.123)

The Texas State Board of Education has adopted numerous incentives that encourage districts to support services that go beyond the minimum and that meet the needs of gifted learners. In order to express its commitment to high level learning opportunities for all students, the Texas State Board of Education adopts the following as its goal for services for gifted learners.

### **State Goal of Service for Gifted Students**

**Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.**

The state of Texas has defined a gifted student as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or excels in a specific academic field.

These students require educational experiences beyond those normally provided by the regular school program. The Harmony Gifted and Talented Program is one which focuses on academically gifted students in specific subject areas.

### **MISSION**

The Harmony Schools are committed to implement a program that meets the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for life long success.

### **PROGRAM GOALS**

Providing students with an accelerated program to meet specific needs in a selected academic curriculum is the primary goal of the Harmony Gifted and Talented Program. Additionally, the program provides students with unique opportunities to develop individual talents and to strengthen skills. Emphasis on a positive self-concept, relationships with others, and strategies to develop critical thinking skills enables

students to become independent, self-directed learners. Goals are focused in three specific areas:

1. The gifted student will develop a realistic concept of self and work cooperatively with peers and adults.
2. The gifted student will develop the higher level thinking skills of knowledge comprehension, synthesis, application, analysis, and evaluation in order to solve problems.
3. The gifted student will create original projects that reflect critical thinking skills as supplemental learning to the regular classroom curriculum.

## **OBJECTIVES**

Gifted/Talented students will

- Develop critical thinking skills in order to solve problems logically.
- Develop research skills and use information gathered implementing a group research project.
- Demonstrate the ability to use creative problem solving strategies.
- Recognize how change in and around their world affects their relationships.

## **PROGRAM DESCRIPTION**

The Harmony Gifted and Talented Program will focus on two domains; general intellectual and specific academic. The specific academic areas of focus are Mathematics, Science, Language Arts, Social Studies, and Computer.

### Grades 1 and 2

*The identified students will receive differentiated instruction in 'enriched program' in grades 1 and 2.*

### Grades 3 thru 8

*The identified students will receive differentiated instruction in 'accelerated program' in grades 3 thru 8. The students will be coached for competitions such as MathCounts, Math League, AMC 8, Science and Engineering Fair, Texas Science Olympiad, UIL Academics, Spelling Bee, Odyssey of the Mind, etc.*

### High School

*The identified students will take AP and pre-AP classes. The students will be coached for competitions such as Intel Science and Engineering Fair, Texas Science Olympiad, UIL Academics, etc.*

The gifted curriculum will offer enriched and accelerated learning opportunities for the gifted learner. The curriculum will be differentiated in terms of content, process, and products. Students will be involved in inquiry based lessons, group problem-solving settings, independent investigations, and group discussions.

## **GIFTED AND TALENTED PROGRAM SERVICES**

Students in GT Program in Harmony are offered the following services:

- The G/T program is available for students from grade 1 thru 12.
- Identified students are provided with options of taking Honors courses, GT courses, and Advanced Placement courses, where they have the opportunity to work with other GT students, non-identified students, and to work independently.
- Differentiated, GT curriculum is taught in the academic core areas of English/Language Arts, Math, Science, Social Studies, and Computer Technology.
- Pull-Out Program Option is available in the academic core areas of Math, Science, and Computer Technology.

## **IDENTIFICATION & SELECTION**

The identification process, conducted on Harmony schools, consists of three steps:

- Nomination
- Assessment/Testing
- Selection

### **1. Nomination**

Students may be nominated by

- Parent(s),
- Peers,
- Teacher(s),
- Other Professional Personnel,
- And/or themselves

Nomination forms must be completed by the person who nominates the child; however parents must give consent that the student be tested and evaluated. Parent Nomination Forms and Professional Nomination Forms, available in the front office, are filled out by parents, teachers, peers, etc. and submitted to Gifted and Talented Identification committee.

Nominations can be made at any time during the school year, however, any testing and identification will be completed according to the Harmony assessment and identification schedule.

Written parental permission (signing of the nomination form) is required before screening/testing begins. No student may be denied access to Gifted and Talented Programs on the basis of race, creed, or handicapping conditions.

### **2. Assessment/Testing**

Students seeking admission to G/T Program of Harmony are assessed as described below:

- Ability Tests consist of two parts:  
Part I: To measure cognitive abilities through verbal and quantitative skills

Part II: To measure non-verbal abilities in reasoning and problem solving using spatial symbols

- Achievement Tests are used to determine student academic level in the academic core areas of English/Language Arts, Math, Science, and Social Studies
- Interviews

Testing may take place during the school hours, after-school, and/or weekend.

### 3. Selection

Selection is based on the following:

- The students' test scores
- Nomination forms
- Previous report cards or test scores
- Teacher observation
- Previous G/T enrolment

The G/T Committee convenes to make selection decisions.

The committee strives to have the campus Gifted and Talented population reflect campus demographics.

The G/T Committee uses both Quantitative and Qualitative data when making selection decisions

### 4. Notification

Parents are notified in writing of the Campus Selection Committee's decision.

### 5. Appeals

Appeals to the decisions of Harmony G/T Committee may be made within 7 days of the notification of placement or non-placement in the G/T program. Appeals must be made in writing by presenting additional information to the committee not previously seen by the committee. The Harmony G/T Committee decisions are final.

### 6. Important Dates for 2007-2008 School Year

CALENDAR	
Important Dates for the G/T Program	
<b>September 3, 2007</b>	Nomination Deadline
<b>September 3-7, 2007</b>	Testing Process
<b>September 10-11, 2007</b>	Campus Selection Committee Meetings
<b>September 13, 2007</b>	Parent Notification Letters Sent
<b>September 17-21, 2007</b>	Placement Appeals

*Dates subject to change*

## **FURLOUGH, RE-EVALUATION, EXIT, TRANSFER, and ACCELERATION PROCEDURES**

### **□ Furlough Procedures**

At times a student may seek a furlough or have such a "time-out" recommended for many reasons: emotional trauma, family considerations, health issues etc.

The G/T Committee, the parent(s), and the student may agree to grant the student a furlough, by executing a Furlough Contract, for a period not to exceed one year. During the period of the contracted furlough, the G/T Facilitator or designee shall monitor the student's academic status and periodically report to the G/T Committee. At the end of the time period stated in the Contract, the student may be considered for readmission to the G/T Program conditional upon the decision of the G/T Committee.

If a student does not return for readmission to the G/T Program at the end of the furlough period, the student will be exited from the program. The exited student may apply for admission to the G/T Program again at any time in the future, at which time the application will be processed following standard screening and placement procedures.

### **□ Re-Evaluation**

All students who are identified as gifted and talented should be re-tested for no longer than two years.

During the current school year, if the program appears to no longer meet the needs of the student, a re-evaluation may be requested.

### **□ Exiting The Program**

Occasionally, there may be students who are identified for the G/T Program who do not perform at expected standards in the program.

Before a student is exited from the program, the student's teacher(s), and/or school administrator will talk with the student's parent and explain the procedural safeguards to request a review of the decision to exit the student.

The following guidelines specify when a student may be exited from the G/T program:

- Repeated failure to complete work assigned.
- Substantial difficulty in understanding work that other students do independently (without parental or tutorial assistance).
- Consistent pattern of low grades (C's, D's or F's) over 6 weeks.
- Behavioral concerns, distractions, etc.

If a teacher or parent requests a student be exited, the student may not re-enter the G/T program during that school year. The student may not return the program the following school year without re-testing.

### **□ Transfer Procedures**

Students transferring into Harmony may be placed in the G/T Program with appropriate information of previous G/T placement in the sending district. Without appropriate documentation, and/or upon recommendations from the receiving teacher or counselor, the incoming student may be screened for the G/T Program off-schedule using the standard procedures and measurements. Harmony reserves the right to administer its

own measures if there is any question concerning the appropriate measures or other information received.

#### □ **Grade Acceleration**

If a teacher or parent recommends grade acceleration for a child who outperforms his/her peers in class, then the G/T coordinator and parent meet to discuss the student's case. The G/T coordinator collects data from the student's teachers and if there is agreement that the student will socially and academically succeed, then the student is scheduled for a state-accredited grade acceleration test. Student is given review sheets and textbooks to study. Tests are ordered in four core areas: Math, English/Language Arts, Science, Social Studies. The student is expected to score 90 and above in Math and Reading and 80 and above in Science and Social Studies.

### **INSTRUCTIONAL PROGRAM DESIGN**

#### **1. Pull-Out**

The Pull-Out Program design allows students to be grouped homogeneously with other gifted and talented students and participate in enriched academic experiences.

The Pull-Out program is for students identified for receiving gifted specialist services in Math, Science, and/or Computer Technology. Students meet for one or two periods every week to work on activities, labs, and projects outside the scope of the standard middle/high school curriculum. Enrichment and extension of advanced Math and Science concepts are explored through a project-based application.

Students in the Pull-Out Program are required to complete all regular class activities and assignments that are due or were assigned on the day/period that they leave these classes to attend the Pull-Out Program.

#### **2. Cluster Grouping**

Cluster grouping allows students to be in heterogeneous groupings within classrooms while providing the opportunity for students to be grouped homogeneously for enrichment experiences.

Cluster Grouping program design is used for students identified gifted mainly in English/Language Arts, and/or Social Studies.

#### **3. Accelerated Program**

An Accelerated program provides the intellectual stimulation for advanced students. With both programs, students learn core subjects through hands-on projects and interactive learning devices. Gifted and accelerated students learn at a faster pace in a challenging and motivating curriculum taught by trained instructors. Language Arts, Social Studies, Mathematics, Science, Computer Technologies form the Gifted/Accelerated curriculum.

Gifted students in grades 3-12 will receive services primarily through...

- Honors/GT courses in the four core subjects taught by trained teachers,
- Participation in state and national academic competitions, and

- Pre-Advanced Placement (AP) courses that are aligned with high school AP courses are encouraged for near future planning with AP/GT designations in the four core subjects.

## GT PROGRAM & COURSE DESCRIPTIONS

GT SCHEDULE IN A NUTSHELL						
Mixed Ability Grouping	<b>K</b>	<b>1</b>	<b>2</b>			
		Gifted Math	Gifted Math	Pull-out (1 period / week) Pull-out (1 period / week)		
		Gifted Reading	Gifted Reading			
Ability Grouping	<b>3</b>	<b>4</b>	<b>5</b>			
	Gifted Logic	Gifted Logic	Gifted Logic	1 period / week 1 period / week		
			GT Machines			
	Gifted Lang. Arts	Gifted Lang. Arts	Gifted Lang. Arts	1 period / week		
Ability Grouping	<b>6</b>	<b>7</b>	<b>8</b>			
	Gifted Logic	Gifted Logic	Gifted Logic	1 period / week 1 period / week		
	GT Robotics	GT Robotics	GT Robotics			
	GT Animation	GT Animation	GT Programming	1 period / week		
	Gifted Lang. Arts	Gifted Lang. Arts	Gifted Lang. Arts	1 period / week		
	GT Social Studies	GT Social Studies	GT Social Studies	1 period / week		
	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>MATH</b>	MATH 6+1 GT	MATH 5+1 GT	MATH 5+1 GT	MATH 5+1 GT	MATH 5+1 GT	MATH 5+1 GT
<b>READING/ELA</b>	READING 5+1 GT	READING 4+1 GT	READING 4+1 GT	READING 3+1 GT	READING 3+1 GT	READING 3+1 GT
<b>SCIENCE</b>	SCIENCE	SCIENCE	SCIENCE 4+1 GT	SCIENCE 4+1 GT	SCIENCE 4+1 GT	SCIENCE 4+1 GT
<b>SOC. STU.</b>	SOC. STU.	SOC. STU.	SOC. STU.	SOC. STU. 4+1 GT	SOC. STU. 4+1 GT	SOC. STU. 4+1 GT
<b>COMPUTER</b>	COMP	COMP	COMP	COMP 2+1 GT	COMP 2+1 GT	COMP 2+1 GT

## GT PROGRAM ACROSS GRADES

GIFTED PROGRAM ACROSS GRADES	1	2	3	4	5	6	7	8	9	10	11	12
Heterogeneous Grouping	←→											
Ability Grouping			←→	←→	←→	←→	←→	←→				
Acceleration in Math						←→	←→	←→	←→	←→	←→	←→
Enrichment in Math & Language Arts	←→	←→	←→	←→	←→	←→	←→	←→				
Enrichment in Science, Soc. St., and Computer					←→	←→	←→	←→				
Pre-AP Classes						←→	←→	←→	←→	←→	←→	←→
AP Classes									←→	←→	←→	←→

### MATHEMATICS

- 1<sup>st</sup> and 2<sup>nd</sup> graders take GT-Math as enrichment.
- 3<sup>rd</sup> thru 8<sup>th</sup> graders take LOGIC as enrichment.
- 6th graders take 7th grade Math.
- 7th graders take 8th grade Math.
- 8th graders take Algebra I.
- High School students take Pre-AP and AP classes.

#### GT Math: (Grades 1 and 2)

*Source: Groundworks: Algebraic Thinking – Wright Group*

GT Math is a rigorous program meant to build students' mathematical knowledge from the basics to higher-order thinking and critical problem solving. The enrichment classes equip students with a variety of thinking strategies they can use to solve problems effectively and confidently.

### **GT LOGIC - Algebraic Reasoning: (Grades 3 thru 8)**

*Source: Groundworks: Algebraic Thinking – Wright Group*

Deductive reasoning is an important skill for students to master. It is essential to success in reading, math, writing, social studies, and science at all grade levels. This course is a fun and challenging way for students to sharpen the deductive reasoning skills they'll need for better academic performance, higher test scores, and for real-life problem solving! The course is designed to expose students to problems and activities that will deepen their understanding of numbers, the different ways numbers are used to represent quantities, and the relationships between these representations.

The five big ideas covered are:

- Representation
- Number Sense
- Ratio and Proportion
- Number Theory
- Computation

### **Pre-AP Math-6: (Grade 6)**

*Source: Holt Middle School Math*

Pre-AP 6<sup>th</sup> grade math provides students with the 7<sup>th</sup> grade math skills needed to be successful in their individual life styles. The program will emphasize the mastery of basic mathematics skills and concepts. The main topics covered are;

- Problem solving,
- Mental math,
- Estimation,
- Decimals,
- Patterns and number sense,
- Fractions,
- Introduction of algebra,
- Integers,
- Investigation in Geometry,
- Area,
- Surface area and volume,
- Ratio,
- Proportion and percent,
- Discrete math and probability,
- Functions and graphs.

**Pre-AP Pre-Algebra (Grade 7):**

*Source: Holt Middle School Math*

Advanced mathematics covers the topics of 7<sup>th</sup> and 8<sup>th</sup> grade mathematics at a more comprehensive level at an accelerated pace. Students will explore and understand simple algebraic expressions, simple inequalities, and graphing and solving simple linear equations. This course is accelerated, prepares students for algebra and geometry, and challenges those students with a high aptitude in math. Also, there is time to cover additional topics important in more advanced mathematics courses. These accelerated students prepare for taking Algebra I in 8<sup>th</sup> grade.

**Algebra I (Grade 8):**

*Source: Holt Algebra-I*

This course will cover the basic axioms of mathematics and is the minimum requirement for any further study of mathematics. Topics covered include: integers, rational numbers and the four basic operations; the properties of numbers; equations, inequalities and their properties; exponents, polynomials, and factoring; the graphs of linear equations; systems of equations and their solutions by graphing and by elimination; inequalities and absolute values; rational expressions and equations; and word problems as applications of each topic covered.

**AP Statistics (High School):**

AP Statistics or AP Stats is a high school mathematics course offered by the College Board, upon successful completion, will provide college credit or higher college course placement for the student. This course is equivalent to a non-calculus-based introductory college statistics course. Topics covered are Exploration and Interpretation of Data, Graphs to Represent Statistics, Normal Distributions, Sampling Methods, Experimental Design, Simulations, Probability, and Statistical Inference.

**AP Calculus AB (High School):**

AP Calculus AB is an advanced placement calculus course. It follows Pre-Calculus, which is known as Introduction to Analysis, and is the first calculus course offered at most schools. An AP Calculus AB course is typically equivalent to one semester of college calculus. The material includes limits, differentiation, integration, and other topics covered in standard college calculus courses

**AP Calculus BC (High School):**

AP Calculus BC includes all of the topics in AP Calculus AB, as well as convergence tests for series, Taylor and/or Maclaurin series, parametric, vector, polar functions, and curve length/arc length in polar coordinates. In addition, L'Hôpital's rule, improper integrals, and partial fractions are commonly taught in this course. Students in AP Calculus BC generally receive two semesters of Advanced Placement in mathematics.

## **SCIENCE**

- 5<sup>th</sup> Graders take GT Machines as enrichment.
- 6<sup>th</sup> thru 8<sup>th</sup> graders take GT Robotics as enrichment.
- High School students take Pre-AP and AP classes.

### **GT Machines (5<sup>th</sup> Grade):**

*Source: Motorized Simple Machines - Getting Started Package – LEGO Education*

This course allows the GT students to be involved with simple machines activities at a group setting. Learning simple machines concepts couldn't be more fun for the students. The LEGO Education *Motorized Simple Machines Set* comes with building cards and bricks to demonstrate moving mechanisms representing all of the simple machines. All of the students stay motivated and eager to tackle the next project.

### **GT LEGO Robotics (6<sup>th</sup> through 8<sup>th</sup> Grade)**

*Source: LEGO Mindstorms NXT*

This class is an introduction to building and programming robots using the LEGO Mindstorms Robotics Invention System. Students will learn mechanical design, construction, and programming and teamwork skills. Students will work in small teams and use LEGO blocks, motors and sensors to build robots with different functions.

### **AP Biology (High School):**

This course is offered to highly motivated students who wish to pursue their interests in the biological sciences. This course covers the first year college curriculum and prepares students to take the AP Biology exam. Emphasis is on developing the conceptual framework, knowledge, and analytical skills necessary to understand, and participate in, the modern field of biology. Topics covered by this course include Anatomy & Physiology, Biochemistry, Botany, The Cell, Ecology, Genetics, Molecular Biology, Origin of Life, and Population Biology.

### **AP Chemistry (High School):**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory work is done in each topic area.

### **AP Physics B (High School):**

AP Physics B is an advanced placement science course that is separated into five different sections of study: Newtonian Mechanics, Electricity and Magnetism, Fluid Mechanics and Thermal Physics, Waves and Optics, and Atomic and Nuclear Physics

The course also provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science.

### **LANGUAGE ARTS**

- 1<sup>st</sup> graders take GT-Reading as enrichment. Students read texts at 2<sup>nd</sup> Grade level.
- 2<sup>nd</sup> thru 8<sup>th</sup> graders take GT-Language Arts (College of William & Mary curriculum) as enrichment.
- High School students take Pre-AP and AP classes.

### **William and Mary Language Arts Curriculum (Grades 2 thru 8)**

The goals of these units are to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change. The units engage students in exploring carefully selected, challenging works of literature from various times, cultures, and genres, and they encourage students to reflect on their readings through writing and discussion. The units also provide numerous opportunities for students to explore interdisciplinary connections to the language arts and to conduct research around issues relevant to their own lives.

#### ***2<sup>nd</sup> Grade – Beyond Words***

This literature unit is designed to engage primary students with high abilities in the verbal domain in challenging reading, writing, and interpretation skills in the language arts. It reflects the need among young gifted students for a greater exposure to higher-level thinking activities sooner in their school years than other students. In addition, the unit specifically focuses on literature that utilizes extensive figurative language, with the intent of supporting young children's development of metaphoric competence in the areas of both comprehension and production.

#### ***3<sup>rd</sup> Grade – Journeys and Destinations***

This unit uses an inquiry-based approach to investigate literature in an interdisciplinary, multicultural curriculum. The guiding theme of the unit is recognition of change as a concept that affects people and their relationships to the world around them. An open-ended approach to the discussion process is emphasized in the search for meaning in literature selections such as Aesop's fables, *The Green Book*, *Bringing the Rain to Kapiti Plain*, and *The Ugly Duckling*. Vocabulary development, writing activities, oral communication, research, and reasoning are integrated into the unit.

#### ***4<sup>th</sup> Grade – Literary Reflections***

While all four language arts strands of literature, writing, language study, and oral communication are integrated into this unit, the core of the unit involves students interacting with literature while enhancing reading comprehension and textual analysis skills. By reading the literature and engaging in shared inquiry, students should develop awareness about the nature and importance of change, particularly as it affects people in various circumstances, times, and cultures. The literature selections, including *The Secret Garden* and world-class short stories by such authors as Tolstoy and Singer, serve as a basis for discussion. Students engage in literary response and persuasive writing activities. Grammar, vocabulary, reasoning, and research are also embedded in unit activities.

#### ***5<sup>th</sup> Grade – Autobiographies***

In this unit, students study the concept of change by reading autobiographies of writers and by looking at change in the lives of writers and other artists. As they examine life stories and self-portraits, they study literature and examine works of art from various cultures. Short stories and poetry were selected for their probing issues of identity. In order to gain insight into the development of talent, students are encouraged to explore their own identities as talented learners through discussions, research, oral presentations, and reflective writing. Elements of linguistic competency are supported throughout the unit activities.

#### ***6<sup>th</sup> Grade – Persuasion***

This unit highlights elements of persuasion, especially as they relate to oral communication. Students must cite passages from literature to defend their points of view in discussion as well as in written arguments. Literature such as *The Valiant*, *The Pied Piper of Hamelin*, and *The Declaration of Independence* frame the basis for exploring the reasoning process through analysis and interpretation. Opportunities are presented for impromptu, informative, and persuasive speeches, debate, small and large group discussion, and critical listening. Persuasive writing, reasoning, research, and language study are included throughout the unit. Students work independently on the issue of censorship and present their opinions with supporting evidence at the end of the unit.

#### ***7<sup>th</sup> Grade – The 1940s: A Decade of Change***

This unit looks at the historical events and social issues of the 1940s through the literature of the decade, including novels, short stories, poetry, essays, letters, and newspapers. Numerous opportunities for reading, writing, listening, and speaking are incorporated into the unit. Each student is required to pose a hypothesis and conduct research concerning some issue of significance that arises out of the literature that is studied. Students make both a written and oral presentation of their research.

## **8<sup>th</sup> Grade – Threads of Change in 19th Century American Literature**

This unit uses literature of the 19th century to explore five historical movements: romanticism, transcendentalism, abolitionism, industrialism, and feminism. Each of the five "isms" has its own literature box containing appropriate documents to serve as a resource for teams of students. The "isms" are investigated as change agents in American life through the study of key writings of the period, including selected works of Hawthorne, Melville, Thoreau, and Emerson. Students produce both written and oral presentations of their findings and ideas. Literary works studied in the unit include Twain's *The Adventures of Huckleberry Finn*, Melville's *Billy Budd, Sailor*, Hawthorne's *Dr. Heidegger's Experiment*, and selected Poe short stories. Vocabulary, grammar, persuasive writing, and research are integrated into unit activities.

### **6<sup>th</sup> Grade**

#### **Pre-AP English 6**

*Source: Glencoe / McGraw Hill and Prentice Hall*

This course is designed to help students develop a better understanding and command of the English language in all areas. The first component includes the Grammar and Composition aspect. This is comprised of grammar, usage, and the mechanics. One of the end projects is a research paper. The second component is the Literature aspect. This program offers traditional and contemporary literary selections to read and respond to. The final area is spelling. The spelling component helps the students to spell correctly and express their ideas more easily and completely.

### **7<sup>th</sup> Grade**

#### **Pre-AP English 7**

*Source: Glencoe / McGraw Hill and Prentice Hall*

English 7 consists of grammar and literature. Proofreading, basic grammar terms and rules, vocabulary, spelling, and enhancing writing skills are implemented in this course. The ability to understand and interpret written text is also implemented. Book Reports are assigned per semester and a major composition is given at the end of the first semester. Students are expected to master effective writing and comprehend literature (both expository and narrative) on the seventh grade level. Objectives taught in this course prepare students for TAKS.

### **8<sup>th</sup> Grade:**

#### **Pre-AP English 8**

*Source: Glencoe / McGraw Hill and Prentice Hall*

Eighth grade English consists of an integrated study of literature, composition, and language. Students participate in an on-going study of spelling, vocabulary, parts of speech, and grammar rules. Sentence and paragraph construction are integrated in a comprehensive writing program which includes book reports, essays and group projects. Through literature, students have the opportunity to refine, extend and enrich their overall reading competencies. Each student is challenged to grow in his ability to read and comprehend a variety of materials. Exploring a myriad of fiction and non-fiction selections allow for a well-rounded view of the fundamentals of reading comprehension and enhancing written expression. As the year progresses, students will gain techniques

that help with the organization and the processing of information. Cross-curricular teaching is also encouraged and practiced. By integrating other subjects along with English, students will be able to develop an appreciation of self-discovery about other topics and express them through oral and written communication. Listening and speaking skills are stressed through presentations and projects. Preparation for proficiency testing is also incorporated into the curriculum.

### **AP ENGLISH LANGUAGE and COMPOSITION**

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

The college composition course that the AP English Language and Composition course is intended to parallel is one of the most varied in the curriculum. The college course often allows students to write in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture.

### **AP ENGLISH LITERATURE and COMPOSITION**

The Advanced Placement course offers a college level study of critical analysis and rhetorical strategies based on representative literary works sampled from a number of world cultures, genres and period .Particular attention is given to in-depth analysis of the texts studied in order to discover meaning in literature. Through discussion and a variety of writing opportunities students explore ideas of literary style by being particularly attentive to the use of language. The writing focuses on, but is not limited to, the analytical essay in preparation for the AP English and Literature Composition exam in May.

### **SOCIAL STUDIES**

- 6<sup>th</sup> thru 8<sup>th</sup> graders take GT-Social Studies (College of William & Mary curriculum) as enrichment.
- High School students take Pre-AP and AP classes.

### **William and Mary Social Studies Curriculum (Grades 6 thru 8)**

The social studies units utilize a heavy emphasis on primary source analysis, critical thinking, and concept development to help students develop understanding of high-level social studies content in key areas. Thus, the units reflect the focus of national and state-level standards on historical thinking and research and on the integration of major concepts across disciplines. With five American History units, an American Government unit, and two units focused on ancient cultures, the unit series covers a wide range of topics while maintaining consistent models for understanding issues, documents, and

artifacts. Interdisciplinary connections are explored through in-class activities and student projects. The units also emphasize the development of student skills in the areas of discussion, writing, and research.

*6<sup>th</sup> Grade – The 1920s in America: A Decade of Tensions*

Centered on a variety of primary sources including music, advertisements, and traditional documents, *The 1920s in America* provides insight into the events, values, lifestyles, and experiences of the 1920s period. Students explore the concept of cause and effect and how it relates to the events of the time, and gain a level of appreciation and understanding as they look at the ways different aspects of the era interact with and influence one another.

*7<sup>th</sup> Grade – The 1930s in America: Facing Depression*

*The 1930s in America* explores Depression-era America from the perspective of many different groups of people, utilizing a variety of primary sources to illustrate events and the social-political context. The unit emphasizes the interplay of changes in geography, government, the economy, and the influence of particular individuals and groups.

*8<sup>th</sup> Grade – The Road to the White House: Electing the American President*

The concept of systems forms the basis for this exploration of American government, and focuses on the processes involved in the election of the President, and the constitutional context of these processes. Students investigate the chronology of campaign and election, and study documents and statistics related to Presidential elections in American history.

**6<sup>th</sup> Grade:**

□ ***Pre-AP Social Studies 6***

*Source: Glencoe / McGraw-Hill*

Students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students describe the nature of citizenship in various societies and identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events.

## <sup>th</sup> **7 Grade:**

### □ **Pre-AP Social Studies 7**

*Source: Glencoe / McGraw-Hill*

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations such as barbed wire and the oil and gas industries on the development of Texas. Students use primary and secondary sources to acquire information about Texas.

## <sup>th</sup> **8 Grade:**

### □ **Pre-AP Social Studies 8**

*Source: Glencoe / McGraw-Hill*

In Grade 8, the students will demonstrate an understanding of civic values and the rights and responsibilities of American citizenship. They will understand the rights and responsibilities of citizens of the United States. The students will be expected to define and give examples of unalienable rights and summarize rights guaranteed in the Bill of Rights. The course will study economic and political influences on the historical development of the United States. The students will attempt to understand the geographic influences and historical concepts and information about American History.

### **AP World History**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence.

## **AP US HISTORY**

AP United States History is a college level course based on the requirements of The College Board. The course includes intensive study of United States history from 1492 to the present. Students will develop analytic skills and factual knowledge in order to effectively assess historical materials, to weigh evidence and interpretations, to arrive at conclusions on the basis on an informed judgment, and to present reasoned arguments and evidence in essay format.

## **COMPUTER**

### **6<sup>th</sup> Grade & 7<sup>th</sup> Grade:**

#### ***Gifted Animation***

Besides the regular computer class (keyboarding and Microsoft Office), G/T students also study Gifted Animation. This course aims students to gain the basic knowledge of "Digital Graphics and Animation". Students will receive hands-on experience with the various components associated today's IBM compatible PCs.

### **8<sup>th</sup> Grade:**

#### ***Gifted Programming***

Besides the regular computer class, this course aims students to gain the basic knowledge of "JAVA" programming language. Students will learn how to construct algorithms and write simple programs. They will receive hands-on experience with the various components associated with today's IBM compatible PCs.

## **AP COMPUTER SCIENCE**

Advanced Placement Computer Science 1 is the first year course in a two-year AP sequence and is designed to prepare the student for the "A-Level" AP Computer Science Examination. The course includes problem-solving techniques, programming methodology, data types, data structures, algorithms and introduction to Object Oriented Programming. JAVA is the programming language, as required by the AP Board, used for teaching computer science concepts and for completing program assignments.