**Floyd Middle School**

**Course Syllabus: Gifted Resource**

**2019-20**

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**COURSE INFORMATION:**

Extended Literacy Time (3rd period ELT)

Must be gifted identified in order to participate in this course

**Supplemental readings and resources will be required as needed throughout the course.** Readings will include research and personal reading. Additional resources will include tools for differentiation, meeting the social-emotional needs of gifted students, and warm-up convergent thinking puzzles.

1. **VISION AND GOALS OF ADVANCED LEARNING PROGRAMS DEPT:**

The Vision of the Advanced Learning Programs Department is to promote rigorous curricular content in conjunction with critical inquiry, creativity, communication of complex thoughts, and an authentic approach to learning. We support the balance of curricular depth and breadth while fostering the development of academic habits and skills.

**The goals of Cobb’s Advanced Learning Programs Department are:**

* Development of Cognitive Skill growth
* Promotion of Affective Skill growth
* Extension and enrichment of the Common Core Georgia Performance Standards

1. **COURSE DESCRIPTION AND PURPOSE:**

**Gifted Resource for Middle Grades** course is designed for gifted and advanced content middle school students who need support and additional rigorous academic opportunities to address cognitive and affective needs. The course emphasizes advanced reading, communication and research skills, critical thinking, logical reasoning, creative problem solving, philosophical thinking, social and self-awareness, and personal efficacy. The curriculum is grounded in academic content, with an emphasis on interdisciplinary enrichment, and includes an extension of knowledge and literacy skills that may not be available in other middle grades content-specific courses. The content, teaching strategies, and expectations for student mastery are differentiated to be appropriate for gifted students. Students will take this course for the entire year.

Soapbox project. Students will research a community issue of their own choice. They will write a persuasive speech and present the speech in class philosophy and affective education.

* Students will create an action research and independent study project focusing on community connections. This will include community service.
* Convergent thinking and logical thinking/problem solving.

1. **COURSE STANDARDS, Georgia DOE Gifted Services**

LE1.1: The curriculum includes interdisciplinary, real world learning experiences which incorporate advanced research and communication skills.

LE1.2 Resources designed to specifically address the needs of gifted learners, including critical and creative thinking, problem-solving activities, and social and self-awareness, are incorporated into the curriculum.

LE1.3: The LEA provides opportunities for students to learn with and from intellectual peers and experts

1. **COURSE OUTCOMES:**

1. Participation in interdisciplinary, real world learning experiences which incorporate advanced research and communication skills.

The student will be able to:

* Students will make relationships and connections among various topics and disciplines.
* Research, evaluate and propose solutions to authentic problems and dilemmas.
* Properly make use of APA formatting for in text citations reference pages.
* Choose appropriate problems and dilemmas to research and resolve.
* Formulate thought-provoking questions for research.
* Apply and adapt a variety of strategies to resolve problems and dilemmas, and evaluate their effectiveness.
* Effectively communicate both verbally and nonverbally using a variety of modalities.
* Understand and adjust communication for a given audience.
* Read and respond to a variety of texts.
* Write for a variety of purposes.
* Use knowledge of language and appropriate conventions when writing, speaking, reading, and listening.

2. Utilize resources designed to specifically address the needs of gifted learners, including critical and creative thinking, problem-solving activities, and social and self-awareness, are incorporated into the curriculum.

The student will be able to:

* Apply critical thinking skills to various situations: metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarize, evaluation, synthesis, explanation, transferring.
* Cultivate critical thinking through the use of: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.
* Think creatively to generate innovative ideas, products, or solutions to problems.
* Apply components of divergent thinking to ideas, products, and problem-solving situations.
* Reason logically to solve problems using induction and deduction.
* Analyze logic to determine if it sufficiently supports opinions, theories, conjectures, and conclusions.
* Reflect upon their abilities to develop areas of strengths and recognize areas of weakness to facilitate self-growth.
* Set appropriately high standards for work and behavior.
* Seek opportunities and take initiative for self-growth, especially in the area of leadership.

3. Provide opportunities for students to learn with and from intellectual peers and experts.

The student will be able to:

* Interact and exchange ideas, feelings, information, thoughts, and knowledge with intellectual peers and experts.
* Recognize and value the strengths of individual differences of peers and community members.
* Participate actively and appropriately in a variety of learning situations.

1. **COURSE POLICIES & PROCEDURES:**

**1. Grading**

Grading for this course shall be on a traditional 0-100%/A-F scale.