### College of Charleston

**EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Children and Youth**  
**Fall 2011**

Three hours of graduate credit

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>Fall: Nine Tuesdays, 10/4, 11, 18, 25, 11/1, 8, 11/29, 12/6, 2011, at North Charleston campus Nine Tuesdays 4:30 – 9:30 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Julie Dingle Swanson, Ed. D.</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>One hour before class and by appointment</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Room 218, School of Education, Health, and Human Performance</td>
</tr>
<tr>
<td>Office phone/Fax/Email:</td>
<td>953-5106 953-5407 fax <a href="mailto:swansonj@cofc.edu">swansonj@cofc.edu</a></td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>EDFS 760: Characteristics of Gifted and Talented Children and Youth or its equivalent.</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course is designed to prepare the teacher to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies and assessment to meet the needs and abilities of gifted and talented students. Current technology will be employed in researching and writing units and lesson plans. This course will provide educators with the tools to construct curriculum for gifted learners based on those learners’ unique needs; provide educators with experiences in differentiating curriculum for gifted learners following South Carolina Regulations for Gifted Programs; and relate theory to practice in the construction of curriculum for gifted students.</td>
</tr>
<tr>
<td>Course Outcomes:</td>
<td>All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become a more effective teacher.</td>
</tr>
</tbody>
</table>
Course outcomes are derived from the standards set forth by the CEC (Council for Exceptional Children) and NAGC (National Association for Gifted Children) and NCATE (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education, Health, and Human Performance. The course outcomes, organized by the Elements of Teacher Competency, follow:

UNDERSTANDING AND VALUING THE LEARNER:
1. Know and understand the cognitive, social and emotional characteristics, needs and potential problems experienced by gifted and talented students from diverse populations across a broad range of talent domains (EHHP standard I).

KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS:
2. Demonstrate an understanding of theory and practices used to differentiate curriculum, instruction and assessment strategies to appropriately challenge gifted students (EHHP standards I, III, VI).
3. Design, teach and assess lessons that differentiate curriculum and instruction according to theory, research and current practice, to meet the needs of gifted students (EHHP standards I, III, VI).
4. Design a unit of study that differentiates by pace, depth, complexity and novelty within content, processes, environment and products of gifted and talented curriculum (EHHP standards I, II, II, VI).

UNDERSTANDING YOURSELF AS A PROFESSIONAL:
5. Exhibit an understanding of the effects of state, national and international policy on the classroom for gifted students (EHHP standards V, VII).
6. Understand the advantages and disadvantages of various curriculum and program models for gifted and talented students to include models described in S.C. regulations (EHHP standards III, IV).
7. Plan for effective use of community resources in designing curriculum for gifted students (EHHP standards IV, V, VII).

<table>
<thead>
<tr>
<th>Course Requirements: Description of Projects/Assignments:</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflective electronic conversations with assigned partners</td>
<td>1. Reflective electronic conversations with assigned partners</td>
</tr>
<tr>
<td>2. Lesson Differentiation and Redesign</td>
<td>2. Lesson Differentiation and Redesign</td>
</tr>
<tr>
<td>3. Curriculum analysis and Presentation</td>
<td>3. Curriculum analysis and Presentation</td>
</tr>
<tr>
<td>4. Overview/Plan for Mini Unit</td>
<td>4. Overview/Plan for Mini Unit</td>
</tr>
<tr>
<td>5. Curriculum Development: Mini-Unit</td>
<td>5. Curriculum Development: Mini-Unit</td>
</tr>
<tr>
<td>6. Practical Strategies</td>
<td>6. Practical Strategies</td>
</tr>
<tr>
<td>7. Demonstration of EHHP Dispositions</td>
<td>7. Demonstration of EHHP Dispositions</td>
</tr>
</tbody>
</table>
8. Final

Expectations of you as a graduate student are completion of all assigned readings and projects on time; responsibility for all course content; responsibility for keeping up with grades and attendance; and utilization of internet, word processing, and email.

ADDITIONAL DETAIL ON REQUIRED ASSIGNMENTS WILL BE PROVIDED in Assignments section on page 9.

1. Reflective electronic conversations with two partners - Students will converse with assigned partners at three points during the course. Each partner will alternate taking lead on conversations, using assigned topic/questions/ETC as they relate to the class, readings, and assignments. The leading partner will briefly discuss the ETC, topics or issue and raise two-three questions. The partners will respond a minimum of two times. All communications will be electronic, via email, and will be copied to the instructor (swansonj@cofc.edu). Substantive, reflective thinking is the goal of this assignment, as well as “listening” and communicating with a peer. Due dates are listed on syllabus schedule and assignment description sheet. Please include your Name, ETC and Topic(s) for discussion, and Date as the heading for each e conversation. Your discussion must reflect knowledge of assigned readings and application of knowledge to ETC.

2. Lesson Differentiation and Redesign:
Starting with a lesson suitable for regular education, you will apply the principles of differentiation for gifted learners and redesign the lesson for gifted learners. You will explain how the lesson is appropriately differentiated for the gifted learner using the elements of differentiation. The revised lesson must reflect an understanding of differentiation for gifted students. You will explain how the redesigned lesson improves the learning for gifted students based on Precocity, intensity and complexity.

3. Practical Strategies Analysis and Poster Session Presentation - Using the Paul template for analysis (Paul and Elder, p. 11), you will be assigned one of the Practical Strategies Series in Gifted Education. After reading the book, students create a poster and will present to the class using the template to discuss notable aspects of their assigned “strategy” during a poster session. You will create a poster highlighting useful teaching strategies from your book and provide a handout of your analysis for the instructor and the class. You will discuss the poster highlights during the poster session. More details and criteria for evaluation provided in assignment packet.

4. Curriculum analysis and presentation- After a brief
overview by the instructor of exemplars of published curriculum designed for gifted learners, students will select one content area and conduct an in-depth analysis to understand what makes a curriculum unit a good match for gifted students. Student teams will create a PowerPoint presentation based on the analysis and share highlights of lessons/learning activities from your curriculum samples that are differentiated for gifted students. In the presentation, you will synthesize and demonstrate your understanding of the elements of differentiated curriculum for the gifted learner. You will provide a summary handout for the class.

5. **Curriculum development: Mind Map/Visual Representation** - For this assignment, you will create a mind map or other Visual Representation that shows the big picture of where you will start in your unit development. This assignment requires you to think through and develop a clear vision of the end you have in mind for students. You will not necessarily begin with a mind map/visual representation in this process, but it is the end product you will turn in. You will think individually. You will discuss with your content area group. More details and criteria for evaluation provided in assignment packet.

6. **Curriculum Development: Mini-Unit**
Each student will develop an original unit (5-10 lessons) using model(s) and strategies that provide differentiated instruction in content, process, and product for gifted students. This project will reflect the ICM and the SC goals on curriculum and instruction for gifted learners. Specific guidelines will be given out in class. More details and criteria for evaluation provided in assignment packet.

7. **Demonstrated Dispositions- Professional Behaviors and Dispositions:** You are responsible for content and assignments. You are expected to demonstrate professional behaviors consistent with the following dispositions:
- The belief that all children can learn.
- Value and respect for individual differences.
- Value of respectful human interaction.
- Intellectual curiosity, enthusiasm about learning, and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Fair, responsible and ethical practice.

8. **Final** - Questions based the course standards will be assigned as an open book final for students.

**Evaluation Scale:** College of Charleston School of Education, Health, and Human Performance grading scale will be used.
Specific descriptions of all assignments including evaluation criteria to be given out in class assignment packet.

<table>
<thead>
<tr>
<th>Evaluation Scale:</th>
<th>A= 93-100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B+ = 89-92</td>
</tr>
<tr>
<td></td>
<td>B = 85-88</td>
</tr>
<tr>
<td></td>
<td>C+ = 81-84</td>
</tr>
<tr>
<td></td>
<td>C = 77-80</td>
</tr>
<tr>
<td></td>
<td>F = 0 - 76</td>
</tr>
</tbody>
</table>

**Evaluation Criteria:**
- Electronic Conversations 15%
- Lesson Differentiation/Redesign 10%
- Practical Strategies Analysis/Poster 20%
- Curriculum Analysis/ Presentation 20%
- Curriculum Unit: Introduction/Overview Mind map 5%
- Curriculum Unit Development 20%
- Final 10%

**Total points:** 100%

**Assignment Due Dates:** Please note that late assignments lose points for each day beyond the due date.

- **Electronic Conversations:** Conversations should be completed by 8:00 a.m. on each due date.
  - E Conversation #1 - 10/18
  - E Conversation #2 – 11/1
  - E Conversation #3 – 11/15

- **Lesson Redesign/Differentiation:** 10/18

- **Practical Strategies Analysis Poster:** 10/25

- **Curriculum Analysis Presentations:** 11/8

- **Unit Overview/Mind map/Diagram:** 11/15

- **Curriculum Development:** Unit: 11/29

- **Final learning activity:** 12/6

**Resource Reading List:** See instructor for additional resources

**Attendance Policies:** School of Education, Health, and Human Performance attendance policy: Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings.

**NOTE:** Adherence to this attendance policy means that any student with absences in excess of 85% of class time will be dropped from this course. Coming to class late and leaving early are noted and will be considered as time absent from class.

**Honor System:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston
Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook. Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

**Tentative Course Calendar:** (date and tentative topics and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1-10/4</td>
<td>Course introduction: purpose and syllabus</td>
<td>Chapters 1, 2</td>
</tr>
<tr>
<td></td>
<td>Beginning with the end in mind</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview: Curriculum for Gifted: Models and Differentiation features</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characteristics of Gifted Students and their link to curriculum and instruction of gifted students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic for E conversation #1: - <strong>Grouping, Acceleration, Enrichment, and Learning Needs of Gifted Students</strong> - Discuss with your partners how the knowledge and skill requirements of academically gifted learners are different from those of typical learners. Discuss classroom accommodations that you are currently using with your gifted students. What are obstacles that are blocking you from utilizing other recommended accommodations for gifted students, i.e., grouping, acceleration, and enrichment? How might you get around these obstacles?</td>
<td></td>
</tr>
</tbody>
</table>
| Day 2-10/11 | S.C. Regulations  
Differentiation of Curriculum for Gifted Learners: Understanding content, process, and product through the ICM  
Accommodations and Instructional Strategies for the Gifted: Grouping, Acceleration and Enrichment | Chapters 3, 4  
Bring a lesson for Redesign activity in class 3 |
|---|---|---|
| Day 3-10/18 | Lesson Planning: Lesson Redesign  
Curriculum Models  
Continue with Differentiation of Curriculum for Gifted Learners: Understanding content, process, and product  
Scope and Sequence  
Work on Practical Strategies assignment  
Topic for E Conversation #2: Differentiation of Content, Process, and Product, and Environment for Gifted Learners- Select one content area and discuss your understanding of how this content area must be adapted for the gifted learner in terms of not only the content, but also process, product, and learning environment. How has your understanding about differentiation for academically gifted learners changed since you began your gifted education study? Give an example to illustrate the change. | E conversation #1 due  
Lesson Redesign due by end of class today  
Chapters 5, 6, 7 |
| Day 4 – 10/25 | Practical Strategies sharing  
Unit development for gifted learners – a framework  
Adapting content for the gifted: Language Arts, Social Studies, Mathematics, Science | Practical Strategies assignment due  
Bring your ideas for getting started on your mini-unit  
Chapters 8 – 13- Read the content area chapter that you teach and one other one |
| Day 5-11/1 | GT curriculum and standards  
Getting started on analysis of curriculum exemplars: teacher developed and published example | E conversation #2 due  
Chapters 14, 15, 16 |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11</td>
<td>11/8</td>
<td>Curriculum Analysis Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment of Gifted Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic for E conversation #3: <strong>Integrated Curriculum Model and</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>differentiation features</strong>- What is most difficult for you as you</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>work on developing your unit for gifted learners? What advice can you</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>offer your partners as they work to create a unit that differentiates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>for the advanced learner?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Curriculum Analysis and Presentations due Chapters 17, 18</strong></td>
<td></td>
</tr>
<tr>
<td>7-11</td>
<td>11/15</td>
<td>Unit work/ Curriculum Analysis</td>
<td></td>
</tr>
<tr>
<td>8-11</td>
<td>11/29</td>
<td>GT Teacher as leader in learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum Unit Sharing</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>12/6</td>
<td>Course evaluation (online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Learning activity – bringing learning together</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final</strong></td>
<td></td>
</tr>
</tbody>
</table>
Reflective electronic conversations with two partners: 15%
Students will “converse” with assigned partners at three points during the course. Each partner will take the lead on one conversation, discussing the assigned topics and ETC as related to the class discussions, readings, and assignments.
ETCs: Three Elements of Teacher Competency (ETCs) central to the EHHP Conceptual Framework are: ETC 1) understanding and valuing the learner, ETC 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, ETC 3) understanding yourself as a professional.

The leading partner will discuss the assigned topic/questions and ETC and connections to course learning at this point and will raise two-three additional questions. The other partners will respond (at least two times) to all parts of the “conversation starter”: the ETC, the journal topic, and the questions raised by the lead. Please include your ETC # and Topic # as the subject line for each e conversation. Your discussion must reflect knowledge of assigned readings and application of knowledge to ETC. All communications will be electronic, via email, and will be copied to the instructor (swansonj@cofc.edu). Substantive, reflective thinking is the goal of this assignment, as well as “listening” and communicating with your peers. Conversations should be completed by 8:00 am on each due date.

E Conversation #1 – 10/18 by 8 a.m.: Topic for E conversation #1: Understanding the needs of the learner (ETC 1) - Grouping, Acceleration, Enrichment, and Learning Needs of Gifted Students - Discuss with your partners how the knowledge and skill requirements of academically gifted learners are different from those of typical learners. Discuss classroom accommodations that you are currently using with your gifted students. What are obstacles that are blocking you from utilizing other recommended accommodations for gifted students, i.e., grouping, acceleration, and enrichment? How might you get around these obstacles?

E Conversation #2 – 11/1 by 8 a.m.: Topic for E Conversation #2: Knowing what and how to teach and assess and how to create an appropriate learning environment (ETC 2) - Differentiation of Content, Process, and Product, and Environment for Gifted Learners - Select one content area and discuss your understanding of how this content area must be adapted for the gifted learner in terms of not only the content, but also process, product, and learning environment. How has your understanding about differentiation for academically gifted learners changed since you began your gifted education study? Give an example to illustrate the change.

E Conversation #3 – 11/15 by 8 a.m.: Topic for E conversation #3: Understanding self as a professional (ETC 3) - Integrated Curriculum Model and differentiation features - What is most difficult for you as you work on developing your unit for gifted learners? What advice can you offer your partners as they work to create a unit that differentiates for the advanced learner?

Criteria for assessment: Each completed e-conversation = 5 points maximum
Evidence of:
• Substantive, reflective thinking tied to topic/questions, ETC, readings and discussions = 3 points
• “Listening” and communicating with your peers = 2 points
Lesson Differentiation and Redesign: 10%
Due date 10/18 by the end of class

Starting with a lesson of your choice, you will apply the differentiation features for gifted learners and redesign the lesson for gifted learners. You will explain how the lesson is appropriately differentiated for the gifted learner in terms of **precocity, complexity, and intensity**. The revised lesson will reflect application of differentiation features to better match with gifted students’ learning needs.

Bring a lesson (print, word-processed or electronic copy) that you want to differentiate for gifted learners to class on TBA. We will work on understanding the differentiation features checklist in classes 2 and 3. You will work on your assignment during class individually and with colleagues who teach in the same discipline as you do. Once you have redesigned your original lesson, you will turn in 1) original lesson, 2) changes and additions that improve the lesson for gifted learners, and 3) completed graphic organizer (provided in class) to me by the end of class on June 2.

**Criteria for assessment: Maximum value = 10 points**

- Three to five Elements of the Differentiation Features Checklist are effectively and accurately employed in your redesign = 3 to 5 points
  - Acceleration
  - Complexity
  - Depth
  - Creativity
  - Challenge
  - Abstractness

- Explanation of how the redesign is a better match for gifted learners for each differentiation feature, exemplified through discussion of precocity, intensity, and complexity of those students = 3 to 5 points
Practical Strategies Analysis, Poster, and Presentation = 20%
Due date: 10/25

You and others will be assigned a book from the *Practical Strategies Series in Gifted Education* to carefully read and study. After reading the book, you will use the Paul’s criteria for evaluating the logic of an article (small blue critical thinking book, page 11) to analyze specific aspects of the book. In addition to the analysis using the specified format, you and partners will create a poster and presentation to share with class members.

The strategy will be shared during the poster session using your analysis, the poster, and your planned presentation to discuss notable aspects of the assigned “strategy”. Your poster will define, describe, and highlight useful teaching strategies from your book. In addition, you and partners will provide a handout of your analysis (using Paul’s criteria) for the instructor and the class. **Products include**
- Poster (visual)
- Analysis of the book (printed handout) using Paul’s criteria for evaluating reasoning, and
- your talk during the poster session (oral).

**Criteria for assessment: maximum value = 20 points**

- **Analysis handout: Evidence of careful study and analysis** = 5 points
  Criteria for analysis handout
  - Complete: Addresses all questions on Paul’s template for analyzing the logic of an article (p.11)
  - Clear: hand out is provided which communicates clearly and professionally, without errors
  - Substantive: information and analysis is useful, thoughtful and in-depth.

- **Poster: Clarity and Relevance** = 10 points
  Criteria for poster assessment
  **Format (4 points):**
  - Well-organized and clear
  - Visual appeal and professional appearance
  **Content (6 points):**
  - Defines and describes the strategy and highlights useful, practical tips, resources, ideas
  - Exemplifies uses of the strategy in teaching gifted learners in varied settings (content areas and elementary, middle, and high)
  - Addresses how the strategy applies to special populations of gifted learners

- **Poster session talk: Communication** = 5 points:
  Criteria for poster session talk
  - Plan for what you want to share (2)
  - Communication provided in a clear, understandable way (2)
  - Demonstrated ability to respond to questions related to your topic (1)
Curriculum analysis and presentation = 20%
Due Date: 11/8

After a brief overview by the instructor of exemplars of published curriculum designed for gifted learners, students will select one content area from the available published materials designed for gifted and high ability learners (mathematics, social studies/history, language arts, science). You will conduct an in-depth review and analysis of the published unit to understand what makes a curriculum unit a good match for gifted students.

You will create a PowerPoint presentation to share highlights of the analysis. In this presentation, you will share specific examples of lessons/learning activities from your analysis of the published curriculum that exemplify differentiation for gifted students. These examples will illustrate demonstrate how the differentiation features and the dimensions of the ICM are utilized. You will develop and provide a summary handout* for the class and instructor. A hard copy of your PowerPoint presentation must be provided for the instructor.

Criteria for Assessment: Maximum value = 20 points

- **Overview and careful analysis:** 10 points
  - **Overview:** Your analysis provides an overview of the unit that helps the audience understand the purpose/content of the unit. (2)
  - **ICM:** You share specific examples of how the dimensions of the Integrated Curriculum Model (ICM: advanced content, process/product, and concept/theme dimensions) are utilized. (3)
  - **Differentiation Features/SC Goals:** You give examples of ways in which the unit is differentiated for the gifted learner based on the differentiation features. (5)

- **Curriculum Effectiveness:** Your presentation addresses VanTassel-Baska’s ten curriculum effectiveness questions = 5 points

- **Communication:** You use PowerPoint in the presentation, and your communications are clear, thoughtfully organized, and error-free. Your presentation involves us actively during part of the time = 3 points

- **Handout*:** Your presentation includes a handout for the class which highlights thinking models within the unit and strategies from the unit and provides examples of how those thinking models and strategies might be used with other content areas = 2 points
Overview of Mini Unit: Preliminary Plan = 5%
Due date: 11/15

For this assignment, you will create a mind map, diagram, or other visual representation that shows the big picture (no details) of your unit plan. This assignment is the first step in putting together your differentiated mini unit plan and will be useful as you write the introduction/overview section of the mini-unit.

A mind map, diagram, other visual representation is the end product you will turn in. You will think individually. You may discuss with your content area group. When you have identified the key elements below, create a visual product that includes the following:

- **Your content focus**: What is the cluster of SC standards that form the core of content? (1 point)
- **Concept/theme/issue**: What is the big idea/issue/theme/concept that arches over your standards (core of content) that you will use as a conceptual basis for your mini-unit? (1 point)
- **Generalizations about the big idea/issue/theme/concept you will emphasize**: What is it you want students to know and understand about the big idea/issue/theme/concept? (1 point)
- **Major learning outcomes**: What major learning outcomes will students know, understand, and demonstrate? (1 point)
- **Advanced content**: How will you modify/advance the content? (1 point)

Total points for this assignment = 5 points

Curriculum development: Mini-Unit/Course= 20%
Due 11/29

You will develop an original mini-unit/course using model(s) and strategies that provide differentiated instruction in content, process, and product for gifted students. This project is the culmination of your learning and will reflect the SC gifted program goals addressed, the SC content standards addressed, as well as an understanding of the ICM and differentiation features.

Specifically, follow these guidelines in putting your mini-unit/course together:

- Clear, well-organized, and easy to follow
- Error-free
- Five to ten lessons in length (less than five is not acceptable)
- Grade level of gifted students indicated
- Context of unit: e.g., high school chemistry course, self-contained GT class.
- Designed for academically gifted learners in a core academic or arts area
- Sources cited when you use other’s ideas/materials (you do not have to re-invent everything, but your unit should not be copies of “stuff” from other sources)
Summary of Required Sections: Your unit should include these parts, which are clearly identifiable:

- **Introduction and Purpose of the unit:** In this section, you provide an overview of the unit explaining the major learning outcomes you expect. You will explain how the unit will provide challenge and engagement for gifted learners. You will explain how the unit is differentiated for gifted learners, using the differentiation features and examples to illustrate. You will be clear about the concept/theme/big idea on which you have based your unit, explaining how that theme/idea is developed and reinforced throughout the study. You will specify the ways in which the content is advanced, and you will describe the processes and products included in the learning activities that are well-matched with gifted learners.

- **Lessons/learning activities:** Lessons should provide enough detail for the reader to understand what you are doing. For example, if seeing the materials is necessary for the reader to understand how depth is achieved in the learning, then you would provide those materials.

- **Assessment:** You may include assessments with appropriate lessons, but also include a section that describes and explains the different assessments used.

- **Resources:** Include a listing of sources, materials, and resources that are part of the unit.

EDFS 761: Introduction to Curriculum for Gifted Learners  
Differentiated Mini-Unit/course: Evaluation and feedback  
20 points total

**Introduction/Overview of Mini-Unit/course (6 points)**

- **Title of mini-unit/course and content area/s; grade level of gifted students; teaching context for unit/course:** You provide a brief introduction that includes all of these elements. 1 point

- **Purpose and overview:** You provide an overview of the unit/course explaining the major learning outcomes expected. You will explain how the unit/course will provide challenge and engagement for gifted learners. 1 point

- **ICM Dimensions and Differentiation Features Utilized:**
  - You accurately and clearly explain how the unit/course is differentiated (using the differentiation features checklist and with examples to illustrate).
  - You explain the concept/theme/big idea on which you have based your unit/course, explaining how that theme/idea is developed and reinforced throughout the study.
  - You specify the ways in which the content is advanced for gifted learners.
  - You briefly describe the processes and products included in the learning activities that are well-matched with gifted learners. 4 points

**Lessons/Learning activities (6 points)**

- **Clear and Complete lessons:**
o Goals, Objectives, and standards are specified in each lesson. You may include assessments with appropriate lessons, but also include a brief description in the “assessment” section which describes and explains the different assessments used.
 o 5 to 10 lessons are included, with sufficient detail for the reader to understand.
 o Lessons/activities clearly develop the unit/course objectives and work together to form a coherent whole.
 o Any ideas “borrowed” from other sources are adapted for your mini-unit/course and are cited as to source. 3 points

• Differentiation of Content, Process/Product, and Issue/Theme:
 o The unit/course activities include instructional strategies appropriate for different types of gifted students.
 o Lessons provide accommodations for individual gifted learners’ particular needs.
 o The content is clearly differentiated for varied gifted learners.
 o Other differentiated aspects of the lessons using the differentiation features (acceleration, depth, complexity, challenge, creativity, abstraction) are clear. 3 points

Assessment (6 points)

• Pre- and Post-assessment:
 o The pre-assessment relates directly to unit/course objectives and is well designed to fit the unit/course.
 o The unit/course activities are designed with appropriate flexibility so that the teacher can adjust in accordance with pre-assessment results.
 o The post-assessment is related to major understandings and outcomes of the study. 2 points

• Formative and summative assessment:
 o The unit/course assessment is directly correlated with the unit/course objectives and includes both formative and summative assessment.
 o The unit/course assessment is designed to show the student’s growth as a result of the unit/course. 2 points

• Various forms of assessment utilized: The unit/course includes various forms of assessment (e.g., self-assessment, authentic assessment, peer assessment, informal and formal assessment). 2 points

Resources (2 points)

• Resources (and sources): The unit/course includes a list of necessary resources to support the learning activities. You cite sources when you use other’s ideas/materials (you do not have to re-invent everything, but your unit/course should not be copies of “stuff” from other sources).