## College of Charleston

**EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Children and Youth**  
Spring 2012  
Three hours of graduate credit

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>Fall: Ten Tuesdays, 1/10, 17, 24, 31, 2/7, 14, 21, 28; 3/6, 3/13 2012, at North Charleston Campus. <strong>Hybrid: Compacted timeframe.</strong> 5:15 – 9:30 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Julie Dingle Swanson, Ed. D.</td>
</tr>
</tbody>
</table>
| Office Hours: | At North campus- One hour and a half before class (3:45- 5:15) and by appointment  
Downtown campus office- Fridays, 10 – 12 noon or by appointment |
| Office Location: | Room 218, School of Education, Health, and Human Performance |
| Office phone/Fax/Email: | 953-5106  953-5407 fax  swansonj@cofc.edu |
| Course Prerequisites: | EDFS 760: Characteristics of Gifted and Talented Children and Youth or its equivalent. |
| Course Description: | 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. |
| Course Outcomes: | 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.

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></td>
</tr>
<tr>
<td>2. Lesson Differentiation and Redesign</td>
<td></td>
</tr>
</tbody>
</table>
Expectations of you as a graduate student are completion of all assigned readings and projects on time; on time attendance of all classes; 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 Assignment Packet.

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 tied to readings 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. Formative assessment

2. Lesson Differentiation and Redesign: Starting with a lesson suitable for regular education that you created, 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. Formative assessment

3. Practical Strategies Analysis and Presentation - You will be assigned one of the Practical Strategies Series in Gifted Education. After reading the book, you will create a presentation using technology (ppt, VT, other) and present this strategy to the class. Your presentation should highlight useful teaching strategies from your book and should include a demonstration
of how the strategy might be used with GT students that actively involves the class. You should provide a handout summarizing main points about the practical strategy. More details and criteria for evaluation provided in assignment packet.

**Formative assessment**

4. **Curriculum analysis and poster session 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 the published curriculum unit a good match for gifted students. Student teams will create a poster, presentation, and handout based on the analysis and share highlights of lessons/learning activities from your curriculum sample that are differentiated for gifted students. In the poster, presentation and handout, you will synthesize and demonstrate your understanding of the elements of differentiated curriculum for the gifted learner found in the published curriculum. **Formative assessment**

5. **Curriculum development: Mind Map/Visual Representation/Outline** - For this assignment, you will create a mind map, visual representation, or outline 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/outline 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. **Formative assessment**

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. **Summative assessment**

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. **Formative assessment**

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

**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 are included in this packet, beginning on page 9.

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

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Electronic Conversations</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Differentiation/Redesign</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Strategies Analysis/Poster</td>
<td>20%</td>
</tr>
<tr>
<td>Curriculum Analysis/ Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Curriculum Unit: Introduction/Overview Mind map/outline</td>
<td>5%</td>
</tr>
<tr>
<td>Curriculum Unit Development</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>10%</td>
</tr>
<tr>
<td>Total points:</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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 - 1/24
- E Conversation #2 – 2/7
- E Conversation #3 – 3/6

**Lesson Redesign/Differentiation:** 1/24 during class

**Practical Strategies Analysis Presentation:** 2/7

**Curriculum Analysis Poster session and Presentations:** 2/21

**Unit Overview/Mind map/Diagram:** 2/28

**Curriculum Development:** Unit: 3/13

**Final learning activity:** 3/13 during class

**Resource Reading List:** See instructor for additional resources as needed
**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](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:

- [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html)
- [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

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 1-1/10</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>
<tr>
<td>Day 2-1/17</td>
<td>S.C. Regulations</td>
<td>Chapters 3, 4</td>
</tr>
<tr>
<td></td>
<td>Differentiation of Curriculum for Gifted Learners: Understanding content, process, and product through the ICM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accommodations and Instructional Strategies for the Gifted: Grouping, Acceleration and Enrichment</td>
<td></td>
</tr>
<tr>
<td>Day 3-1/24</td>
<td>Lesson Planning: Lesson Redesign Curriculum Models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue with Differentiation of Curriculum for Gifted Learners: Understanding content, process, and product scope and sequence</td>
<td></td>
</tr>
<tr>
<td>Day 3-1/24</td>
<td>Lesson Planning: Lesson Redesign Curriculum Models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue with Differentiation of Curriculum for Gifted Learners: Understanding content, process, and product scope and sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>E conversation #1 due</em></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>1/31-3/13</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Day 4-1/31</td>
<td>Adapting content for the gifted: Language Arts, Social Studies, Mathematics, Science- Content area chapter- small group work</td>
<td>Day 5-2/7</td>
</tr>
<tr>
<td></td>
<td>Practical Strategies work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 6-2/14</td>
<td>Curriculum Analysis begins</td>
<td>Day 7-2/21</td>
</tr>
<tr>
<td></td>
<td>Products for GT learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment of Gifted Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 8-2/28</td>
<td>Unit work</td>
<td>Day 9-3/6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 10-3/13</td>
<td>Course evaluation (online) Curriculum Unit Presentations Final Learning activity – bringing learning together Individual and partner final activity to be completed in class</td>
<td>Day 10-3/13</td>
</tr>
</tbody>
</table>
Detailed ASSIGNMENT DESCRIPTIONS WITH EVALUATION CRITERIA

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.

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

E Conversation #1-1/24 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 – 2/7 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 – 3/6 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?
Lesson Differentiation and Redesign: 10%
Due date 1/24 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 YOU designed (print, word-processed or electronic copy) that you want to differentiate for gifted learners to class on 1/24. 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 1/24.

Criteria for assessment: Maximum value = 10 points

- Differentiation Features for gifted learners are effectively and accurately employed in your redesign = 5 points (one point for each feature)
  - Acceleration
  - Complexity
  - Depth
  - Creativity
  - Challenge
  - Abstractness

- Explanation of each change (each added differentiation feature) improves the lesson for gifted learners, exemplified through discussion of precocity, intensity, and complexity of those students = 5 points (one point that explains how the change connects to precocity, intensity, and/or complexity of the GT learner)
Practical Strategies Analysis and Presentation = 20%
Due date: 2/7

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 analyze the practical aspects of the strategy highlighted in the book. To share your careful analysis, you and partners will create a presentation, demonstration, and handout to share with class members.

The strategy will be shared during your planned presentation (using technology, e.g., powerpoint) to discuss notable aspects of the assigned “strategy”. You will define, describe, and highlight useful teaching strategies from your book. You will select on classroom application of the strategy to demonstrate with the class as part of your presentation. In addition, you and partners will provide a summary handout of your analysis for the instructor and the class. Products include
- Presentation (oral and visual)
- Analysis summary of highlights from the book (printed handout), and
- Demonstration during the presentation (oral and experiential).

Criteria for assessment: maximum value = 20 points

➢ Presentation: Clarity and Relevance = 10 points
  Format (4 points):
  - CLARITY
    - Well-organized and clear communication
    - Effective, professional use of technology
  - Contribution: Each person participates in substantive way

Content (6 points):
  - WHAT:
    - Defines and describes the strategy
    - Highlights useful, practical tips, resources, ideas
  - HOW: Exemplifies uses of the strategy in teaching gifted learners in varied settings (content areas and elementary, middle, and high)
  - WHY: Addresses how the strategy applies to special populations of gifted learners

➢ Demonstration (5 points): Relevant example of how the strategy might be applied in the classroom is demonstrated

➢ Summary handout: Evidence of careful study and analysis = 5 points
  - Complete: Summarizes relevant information about the practical strategy
  - Clear: hand out is provided which communicates clearly and professionally, without errors
  - Substantive: information and analysis is useful, thoughtful and in-depth.
After a brief overview by the instructor of exemplars of published curriculum designed for gifted learners, students (groups of 2, 3, or 4) will select one unit of study from the available published materials designed for gifted and high ability learners (mathematics, social studies/history, language arts, science). Small groups will study and analyze the unit, seeking to understand how the material is differentiated for gifted learners. You will use your knowledge of the ICM and the differentiation features as the foundation of your analysis. In addition, note what you really like about the curriculum. What do you see as strengths? Weaknesses or gaps? What would you change or add, and why? Finally, what can teachers of other content areas (besides the one your unit is based upon) take away, learn, and apply from your analysis? Give examples of thinking models and/or strategies that can be adapted for other content areas. Use the mini-unit evaluation table (pages 17-18) to guide your analysis.

Criteria for Assessment: Maximum value = 20 points

- **Poster FORMAT:** 3 points
  - Well-organized and clear (1)
  - Visual appeal (1)
  - Professional appearance (1)

- **Poster session talk:** 3 points
  - Communication is thoughtfully organized, clear and understandable (1)
  - Communication enhances the visual information/content of poster (1)
  - Communication addresses key content points of poster (1)

- **Poster CONTENT:** 11 points
  - **Overview and Curriculum Effectiveness:** Analysis provides an overview of the unit that specifies grade level, content area, student outcomes, purpose of the unit. Specify strengths, weaknesses, changes, and adaptations needed and why. (3)
  - **ICM and Differentiation Features:** Examples from lessons of ways in which the unit is differentiated for the gifted learner based on the differentiation features and the ICM dimensions. (5)
  - **Assessments and Resources:** Specific examples of assessments and resources that are matched well with the nature of gifted learners (3)

- **Handout:** 3 points
  - Highlights thinking models within the unit and strategies from the unit (1)
  - Provides examples of how those thinking models and strategies might be used with other content areas (2)
Preliminary Plan for Mini Unit= 5%
Due date: 2/28
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. 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.

A mind map, diagram, other visual representation, or outline 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 concise plan that includes the following:

- **Your content focus**: What is the cluster of SC standards that form the core of content? Summarize the content in your own words. (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? The concept should be interdisciplinary. (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? Create 3-5 generalizations that show what students will understand about the concept. (1 point)
- **Major learning outcomes**: What major learning outcomes will students know, understand, and demonstrate? Only MAJOR learning outcomes, the big understandings needed. (1 point)
- **Advanced content**: How will you modify/advance the content? How is this content different, novel, accelerated, or advanced in some other way with the GT learner in mind? (1 point)

Total points for this assignment = 5 points
Curriculum development: Mini-Unit/Course= 20%
Due 3/13

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, the summative assessment for this course, 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.

Follow these specific guidelines in putting your mini-unit/course together:

- Clearly labeled sections, 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 draw from and adapt other’s ideas/materials (your unit should not included copied lessons, activities, assessments or any other substantive parts from other sources.)

Required Sections: Your unit should include these four separate sections, which are labeled and 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**: This section should describe and explain the different assessments used, i.e., include a summary of the different assessments used and the purpose of each. You need to include the actual assessments in this section (e.g., rubrics, criteria for evaluation, tests, project score sheets, etc.).

- **Sources, Resources, Materials**: Include a listing of comprehensive listing of sources, materials, and resources that you drew upon to create the unit and/or that are part of the unit.
EDFS 761: Introduction to Curriculum for Gifted Learners
Differentiated Mini-Unit/course: Criteria for Evaluation and feedback

**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:**
  o You accurately and clearly explain how the unit/course is differentiated (using the differentiation features checklist and with examples to illustrate).
  o 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.
  o You specify the ways in which the content is advanced for gifted learners.
  o 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**

Sources, Resources, and Materials (2 points)

• **Sources, Resources, and Materials:** 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).
## Mini-Unit Evaluation Table

<table>
<thead>
<tr>
<th>Section</th>
<th>Criteria for Evaluation</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Title; content area/s; grade level of gifted students; teaching context for unit/course:</strong> Brief introduction includes all of these elements.</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td><strong>Overview and outcomes:</strong></td>
<td>Narrative overview of the unit/course explaining</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td></td>
<td>• <strong>major</strong> learning outcomes expected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how the unit/course will challenge and engage gifted learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation Features and ICM dimensions:</strong></td>
<td>• Accurately and clear explanation of how the unit/course is differentiated (using the differentiation features checklist and examples to illustrate).</td>
<td></td>
<td>/4</td>
</tr>
<tr>
<td></td>
<td>• Explanation of the concept/theme/big idea unit/course is based upon, including how the theme/idea is developed and reinforced throughout the study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Specifically state the ways in which the content is advanced for gifted learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brief description of processes and products well-matched with gifted learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lessons</strong></td>
<td><strong>Clear and Complete lessons:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Goals, Objectives, standards, procedures are specified in each lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 5 to 10 lessons are included, with sufficient detail for the reader to understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lessons/activities clearly develop the unit/course objectives and work together to form a coherent whole.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ideas drawn from other sources are adapted for your mini-unit/course and are cited as to source.</td>
<td></td>
<td>/3</td>
</tr>
<tr>
<td></td>
<td><strong>Differentiation of Content, Process/Product, and Issue/Theme:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lessons use instructional strategies appropriate for diverse gifted students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pre- and Post-assessment:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pre-assessment is included; relates directly to unit/course objectives and is well designed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Plans for use of pre-assessment results are explicit</td>
<td>/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Post-assessment is related to major understandings and outcomes of the study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formative and summative assessment:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Both formative and summative assessment are included and linked to unit objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assessment is carefully designed to show the student’s growth over time as a result of the unit/course.</td>
<td>/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Various forms of assessment utilized:</strong> Varied and appropriate forms of assessment are included (e.g., self-assessment, authentic assessment, peer assessment, informal and formal assessment).</td>
<td>/2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources, Resources, and Materials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• List of necessary teacher and student resources to support the learning activities.</td>
<td></td>
</tr>
<tr>
<td>• Citations of sources used</td>
<td>/2</td>
</tr>
<tr>
<td>• Materials needed for teaching and learning</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** /20