College of Charleston
EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Children and Youth
Spring 2014
Three hours of graduate credit


Instructor/Office/Contact: Julie Dingle Swanson, Ed. D.
Room 223, School of Education, Health, and Human Performance, 86 Wentworth Street, College of Charleston, SC
953-5106 o 953-5407 fax swansonj@cofc.edu

Office Hours: At North campus- One hour before class and by appointment. Downtown campus office- by appointment

<table>
<thead>
<tr>
<th>Course Prerequisites:</th>
<th>EDFS 760: Characteristics of Gifted and Talented Children and Youth or its equivalent.</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

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. Upon course completion, students will...

**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, NAGC-CEC Standard 1,2).

**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, NAGC-CEC Standard 3).
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, NAGC-CEC Standard 2, 3, 5).
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, NAGC-CEC Standard 3, 5).

**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, NAGC-CEC Standard 6).
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, NAGC-CEC Standard 6, 7).
7. Plan for effective use of community resources in designing curriculum for gifted students (EHHP standards IV, V, VII, NAGC-CEC Standard 1, 7).

**Course Requirements: Overview of Projects/Assignments**

1. Lesson Differentiation/Redesign 5%
2. ONLINE: Practical Strategies Analysis 20%
3. Participation in Online sessions 20%
4. ONLINE: Curriculum Analysis 20%
5. Curriculum Unit: Mind Map/Visual Representation/Outline 5%
6. Curriculum Unit Development 20%
7. Final 10%

Total points: 100%

**Expectations of Graduate Students:** 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.

Professional Behaviors and Dispositions: You are expected to speak and behave as the professional that you are. Specifically, you are responsible for content and assignments. In our interactions during face classes and online classes, 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, 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.

Overview of REQUIRED ASSIGNMENTS: More details and assessment found in Assignment Section of this syllabus

1. Lesson Differentiation and Redesign: 5%  
Starting with a lesson 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. Feedback will be provided, and you will be asked to make additional revisions as needed. Formative assessment

2. ONLINE Presentation: Practical Strategies Analysis/Presentation: 20% You will be assigned one of the Practical Strategies Series in Gifted Education. After reading the book, you will create a presentation and upload it to Voice Thread by the assigned due date. Your presentation will summarize main points and highlight useful teaching strategies. You will include examples of how the strategy might be used with GT students of various levels (elementary, middle, high) and various disciplines. Details and criteria for evaluation provided in assignment section of this syllabus.

3. ONLINE Participation: 20% Part of your grade will be determined by your participation in the online sessions. In each of the FOUR online sessions, you are expected to make substantive comments, connect to course readings, ask questions, comment on your classmates ideas, and participate actively in the Voice Thread presentations. More information is provided in the assignment section.

4. ONLINE Curriculum analysis and presentation: 20% After an introduction by the instructor of exemplars of published curriculum designed for gifted learners, students will select one unit to study and conduct an in-depth analysis to understand what makes the published curriculum unit a good match for gifted students. Student teams will create an online Voice Thread presentation based on the analysis. On the due date, you will share highlights of differentiated lessons/learning activities from your published curriculum.
sample. In the presentation, you will synthesize and demonstrate your understanding of the features of differentiated curriculum for the gifted learner found in the published curriculum.

5. Curriculum development: Mind Map/ Visual Representation/ Outline: 5% For this assignment, you will create a mind map, visual representation, or outline that shows a big picture overview of the key elements in your unit development. This assignment requires you to think through and develop a clear vision of the end you have in mind for student learning. You will think individually, although it is permissible to discuss with your content area group. More details provided in assignment section.

6. Curriculum Development: Mini-Unit: 20%
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 differentiation features for gifted learners. This assignment will be submitted electronically as a pdf. Specific guidelines and criteria for evaluation provided in assignment section. Summative assessment

7. Final: 10% Questions based the course standards will be assigned as take home final due during the final examination period for this course. Summative assessment

Grading and Evaluation Scale: College of Charleston School of Education, Health, and Human Performance Graduate grading scale will be used.
A= 93-100
B+ = 89-92
B = 85-88
C+ = 81-84
C = 77- 80
F = 0 – 76

Resource Reading List:
Differentiation for Gifted and Talented Students (2004). Tomlinson (Ed.). Corwin Press and NAGC.

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 face to face 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.

**Late Assignments:** Assignments are expected to be turned in at the beginning of class on due dates. Grade deductions will occur for each day an assignment is overdue. The professor reserves the right not to accept assignments one week past the due date.

**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/)

**Individual Accommodation:** 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 DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1-1/28</td>
<td>Welcome, introduction, and overview</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Bridge from the learner to the curriculum: Precocity, intensity, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>complexity (pp. 26-27)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preassessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syllabus, assignments, logistics: online classes, gmail, Voice Thread,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical Strategies groupings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exit slip- Chapter 1 questions</td>
<td></td>
</tr>
<tr>
<td>Day 2-2/4</td>
<td>Differentiation of curriculum and instruction for the gifted and</td>
<td>Chapters 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td>talented learner: Understanding content, process/product, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>issues/themes through the ICM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional accommodations: grouping, acceleration, enrichment</td>
<td></td>
</tr>
<tr>
<td>Day 3-2/11</td>
<td>Lesson Planning: Lesson Redesign Curriculum Models</td>
<td>Bring a lesson for redesign activity: Redesigned lesson due by end of class</td>
</tr>
<tr>
<td></td>
<td>Continue with Differentiation of Curriculum for Gifted Learners:</td>
<td>tonight</td>
</tr>
<tr>
<td></td>
<td>Understanding content, process, and product</td>
<td>Chapters 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Scope and Sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on Practical Strategies</td>
<td></td>
</tr>
<tr>
<td>Day 4-2/18</td>
<td><strong>Online session:</strong> Practical Strategies presentations and</td>
<td>Read and outline the content area chapter (chaps 8 – 13) that you teach. Bring</td>
</tr>
<tr>
<td>ONLINE</td>
<td>discussion: Round one</td>
<td>the outline to class on March 4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read one other chapter besides the one content area chapter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Presenters POST Voice Thread by 8:00 a.m.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants engage in window from 8:00 a.m. Tuesday until 8:00 a.m. Saturday.</td>
</tr>
</tbody>
</table>
| Day 5-25/2 | **ONLINE** | **Online session:** Practical Strategies presentations and discussion: Round Two | Presenters POST Voice Thread by 8:00 a.m.  
Participants engage in window from 8:00 a.m. Tuesday until 8:00 a.m. Saturday. |
|-----------|------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Day 6 3/4 | **ONLINE** | **Content Chapter outlines- BRING TO CLASS:** Adapting content for the gifted: Language Arts, Social Studies, Mathematics, Science- Content area chapter- small group discussion  
Products for GT learners  
Assessment of Gifted Learners  
Getting started on analysis of curriculum exemplars: teacher developed and published example. Report out | |
| Day 7 3/11 | **ONLINE** | Curriculum Analysis Presentations  
Unit Mind Map/Diagram due  
Presenters POST Voice Thread by 8:00 a.m.  
Participants engage in window from 8:00 a.m. Tuesday until 8:00 a.m. Saturday. | Unit Work |
| Day 8 3/18 | | Optional Face to face class for unit work: Individual conferences scheduled | Unit Work |
| Day 9 3/25 | **ONLINE** | Voice Thread: GT Teacher as leader in learning  
Curriculum Unit Presentations-informal sharing via VT  
Course evaluation (online) | Mini Unit due- submit electronically  
Participants engage in window from 8:00 a.m. Tuesday until 8:00 a.m. Saturday. |
| TBA | **Final** | | Due during course final exam period |
## Overview and Details on Required Assignments and how they will be assessed

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class, February 11</td>
<td>Redesigned Differentiated Lesson</td>
<td>5%</td>
</tr>
<tr>
<td>February 18: Round One</td>
<td>Online: Practical Strategy Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>February 25: Round Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 11</td>
<td>Online: Curriculum Analysis Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Ongoing: February 18,</td>
<td>Online: Participation</td>
<td>20%</td>
</tr>
<tr>
<td>February 25, March 11,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 25</td>
<td>Overview/Mind map/Outline/Diagram of Mini Unit</td>
<td>5%</td>
</tr>
<tr>
<td>TBA- final exam period for course</td>
<td>Mini-Unit</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Final</td>
<td>10%</td>
</tr>
</tbody>
</table>
Redesigned and Differentiated Lesson: 5%
Due date February 11 by the end of class

Starting with a lesson of your choice that you wrote, 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 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 **February 11**. We will work on understanding the differentiation features in classes 2 and 3. You will work on your assignment during class individually and may confer with colleagues who teach in the same discipline as you do. Once you have redesigned your original lesson to make it a lesson for GT learners, 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 **February 11**.

**Criteria for assessment: Maximum value = 5 points**

- **A minimum of FIVE** Differentiation Features for gifted learners are effectively and accurately employed in your redesign = 4 points
  - Acceleration
  - Complexity
  - Depth
  - Creativity
  - Challenge
  - Abstractness

- **Explanation of how the redesigned lesson addresses precocity, intensity, and complexity of gifted and talented students = 1 point**
Online Session: Practical Strategies Analysis and Presentation= 20%
Due date: Online Session Round One due February 18
           Online Session Round Two due February 25

Presenters POST Voice Thread by 8:00 a.m. Participants engage in window from 8:00 a.m. Tuesday until 8:00 a.m. Saturday.

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 to share with class members during an online session, to be assigned in Round one or Round two.

The practical strategy will be shared during your Voice Thread presentation to discuss notable aspects of the assigned “strategy”. You will define, describe, and highlight useful teaching strategies from your book. You will provide three examples of classroom applications of the strategy as part of your presentation.

**Criteria for assessment of Online Presentation: 20 points**

Clarity and Relevance of Content (13 points):

- **WHAT:** (5)
  - Defines and describes the strategy
  - Highlights practical tips, resources, ideas
- **HOW through EXAMPLES:** (5)
  - Describes uses of the strategy in teaching gifted learners in varied settings (content areas and elementary, middle, and high).
  - Provides three strong, relevant examples of how the strategy might be applied in the classroom
- **WHY GT:** (3)
  - Addresses how the strategy applies to gifted and talented learners

Presentation Format (7 points):

- Communication is (3)
  - clear, well-planned, and flows well.
  - varied, interesting and engaging
  - professional and error–free
- No more than 24 slides are utilized (1)
- All in the group contribute in significant ways. (3)
ONLINE Participation in Voice Thread Sessions = 20%

Each of you will present as part of a group as well as participate as an individual in the scheduled online sessions.

ONLINE SESSIONS ARE SCHEDULED ON
February 18 (Practical Strategies Round One)
February 25 (Practical Strategies Round Two)
March 11 (Curriculum Analysis Presentations)
March 25 (Mini Unit Snapshots and Final Assessment)

Presenters POST Voice Thread by 8:00 a.m. Participants engage in window from 8:00 a.m. Tuesday until 8:00 a.m. Saturday.

Online Time: As a “participant” in the FOUR ONLINE SESSIONS, you are able to earn up to 5 points per session if you meet all criteria
1. View the Voice Thread presentation/s during the discussion period/s they are posted.
2. Participate by adding comments and questions on the presentation as well as responding to other comments and questions posed by your classmates.
3. Link comments to COURSE READINGS in a substantive manner
4. Revisit the Voice Thread and post a minimum of three different points in time during the discussion period
Online Session: Curriculum Analysis Session = 20%
Due Date: March 11

The instructor will provide exemplars of published curriculum designed for gifted learners. Small groups (3-5) will select one unit of study from the available published materials designed for gifted and high ability learners in one of these content areas: Mathematics, Social studies/history, Language arts, Science. Group members 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. You will share your analysis using Voice Thread during our online session on March 11. Presenters POST Voice Thread by 8:00 a.m. Participants engage in window from 8:00 a.m. Tuesday until 8:00 a.m. Saturday.

Criteria for Assessment: 20 points

Voice Thread Presentation CONTENT: 15 of 20 points

- **Overview and Curriculum Effectiveness:** (5)
  - Provides a summary overview of the essence of the unit of study (2)
  - Specifies purpose/goals of unit, grade level/s, content area, expected learner outcomes (2)
  - Describes strengths, weaknesses, and adaptations needed and why. (1)

- **ICM and Differentiation Features:** (5) Examples from unit lessons of ways in which the unit is differentiated for the gifted learner based on the differentiation features and the ICM dimensions.
  - Advanced Content Dimension: Acceleration, Depth, Complexity
  - Process/Product Dimension: Complexity, Depth, Challenge, Creativity
  - Issues/Themes Dimension: Abstractness, Depth

- **Assessments and Resources:** (5)
  - Specific examples of assessments and resources that are matched well with the nature of gifted learners (2)
  - Highlights thinking models/graphic organizers within the unit and strategies from the unit (2)
  - Provides examples of how those thinking models/graphic organizers/strategies could be used with other content areas (1)

Voice Thread Presentation Format: 5 of 20 points

- Communication is (2)
  - Clear, well-planned, and flows well.
  - Varied, interesting and engaging
  - Professional and error-free
- No more than 24 slides are utilized (1)
- All in the group contribute in significant ways. (2)
Preliminary Plan for Mini Unit = 5%
Due date: March 11

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/CCSS 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 March 25

Overview and directions: 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 content standards/CCSS addressed, as well as application 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: lessons must be designed for GT students
- Context of unit: e.g., high school AP chemistry course, self-contained GT fifth grade 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 include copied lessons, activities, assessments or any other substantive parts from other sources.
- SCAN THE MINI UNIT AS ONE DOCUMENT AND SAVE AS .PDF FILE. You will submit the unit electronically.

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. 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, peer evaluation forms, etc.).

- **Sources, Resources, Materials**: Include a comprehensive listing of sources, materials, and resources that you drew upon to create the unit and/or that are part of the unit.
### Differentiated Mini-Unit/course: Evaluation

<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></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>Overview and outcomes:</strong> Narrative overview of the unit/course explaining • major learning outcomes expected. • how the unit/course will challenge and engage gifted learners.</td>
<td></td>
<td>/1</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation Features and ICM dimensions:</strong> • Accurately and clear explanation of how the unit/course is differentiated (using the differentiation features checklist and examples to illustrate). • Explanation of the concept/theme/big idea unit/course is based upon, including how the theme/idea is developed and reinforced throughout the study. • Specifically state the ways in which the content is advanced for gifted learners. • Brief description of processes and products well-matched with gifted learners.</td>
<td></td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td><strong>Lessons</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clear and Complete lessons:</strong> • Goals, Objectives, standards, procedures are specified in each lesson. • 5 to 10 lessons are included, with sufficient detail for the reader to understand. • Lessons/activities clearly develop the unit/course objectives and work together to form a coherent whole. • Ideas drawn from other sources are adapted for your mini-unit/course and are cited as to source.</td>
<td></td>
<td>/3</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation of Content, Process/Product, and Issue/Theme:**
- Lessons use instructional strategies
<table>
<thead>
<tr>
<th>Assessment</th>
<th>/3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre- and Post-assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>• Pre-assessment is included; relates directly to unit/course objectives</td>
<td></td>
</tr>
<tr>
<td>• Plans for use of pre-assessment results are explicit</td>
<td>/2</td>
</tr>
<tr>
<td>• Post-assessment is related to major understandings and outcomes of the</td>
<td></td>
</tr>
<tr>
<td>• Post-assessment is related to major understandings and outcomes of the</td>
<td></td>
</tr>
<tr>
<td>study.</td>
<td></td>
</tr>
<tr>
<td><strong>Formative and summative assessment:</strong></td>
<td>/2</td>
</tr>
<tr>
<td>• Both formative and summative assessment are included and linked to unit</td>
<td></td>
</tr>
<tr>
<td>• Assessment is carefully designed to show the student’s growth over time</td>
<td></td>
</tr>
<tr>
<td>• Assessment is carefully designed to show the student’s growth over time</td>
<td></td>
</tr>
<tr>
<td>• Assessment is carefully designed to show the student’s growth over time</td>
<td></td>
</tr>
<tr>
<td>• Assessment is carefully designed to show the student’s growth over time</td>
<td></td>
</tr>
<tr>
<td><strong>Various forms of assessment utilized:</strong> Varied and appropriate forms of</td>
<td></td>
</tr>
<tr>
<td>• List of necessary teacher and student resources to support the learning</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>
<tr>
<td><strong>TOTAL</strong></td>
<td>/20</td>
</tr>
</tbody>
</table>