

Summer 2015

Curriculum & Instruction for the Gifted

15:294:533:M1

3 Credits

Instructor: Jeanne Purcell	Email: jeannepurcell@gmail.com
Phone: 860-508-4346	Office Hours: By appointment
Mode of Instruction: <u> X </u> Online at http://ecollege.rutgers.edu	Permission required: <u> X </u> No <u> </u> Yes For a special permission number email gifteded@docs.rutgers.edu

COURSE DESCRIPTION:

This course is designed to provide educators with the basic frameworks for developing curriculum for gifted learners from K-12. It will feature a design model that engages participants in articulating goals, outcomes, task and product demands, strategies, and assessments for gifted learners, based on their characteristics and needs. Strategies for adapting, remodeling, and aligning the school curriculum in accordance with the Common Core Content Standards to differentiate by content, process, product and learning environment in each content area will be shared. Major strategies that have proven effective with the gifted will also be presented, including inquiry models, independent and collaborative group work, and questioning strategies. The course will enable participants to develop a scope and sequence, an Individualized Learning Plan, and connected lesson plans for K-12 gifted pupils at relevant stages of development. In addition, the course will enable participants to demonstrate knowledge and dispositions necessary for leadership in designing curriculum as a component of high quality instructional programs for students.

NOTE: This course will address The Rutgers Educational Administration Program Teacher Education Accreditation Council (TEAC) Goals 1. General Leadership and 2. Instructional Leadership. The course also addresses the NAGC-CEC/TAG Teacher Preparation Standards in Gifted and Talented Education 1. Learner Development and Individual Learning Differences, 2. Learning Environments, 3. Curricular Content Knowledge, 4. Assessment, 5. Instructional Planning and strategies, 6. Professional Learning and Ethics; and the NAGC PK- Grade 12 Gifted Programming Standard 3. Curriculum Planning and Instruction.

COURSE OBJECTIVES:

Upon completion of this course the student will be able to:

1. Apply general and specific theories of curriculum to gifted education in PK- Grade 12.
2. Demonstrate basic skills, knowledge and disposition of instructional practice to implement and maintain high quality instructional programs for K-12 gifted pupils.
3. Evaluate research on major curriculum models and interventions for gifted and special needs learners.
4. Apply a given curriculum model for purposes of differentiation of content, process, product, and learning style for gifted and talented pupils in grades K - 12.
5. Apply systematic procedures for evaluating and modifying existing curricula to meet the needs of gifted learners.
6. Differentiate curricula to individualize for gifted learners with special needs as well as cluster groups of gifted learners.
7. Plan curriculum for relevant content areas and grade levels across at least three years.
8. Apply high-level inquiry-based instructional strategies to the teaching of K-12 gifted pupils.
9. Modify existing curriculum to make it more appropriate for gifted pupils in content, process, product and learning style.
10. Design performance-based assessments for gifted pupils.
11. Design a curriculum unit incorporating appropriate differentiated instruction for use with gifted pupils, using a predetermined process.
12. Apply appropriate technologies to support instructional assessment, planning and delivery.

OVERVIEW OF COURSE CONTENT

1. General curriculum theories
 - John Dewey
 - Jerome Bruner
 - Lee Vygotsky
 - Hilda Taba
 - Eleanor Duckworth
2. Curriculum models in the education of the gifted
 - Concept-based curriculum (Erikson)
 - Parallel Curriculum Model (Tomlinson, et al)

- Problem-based Learning (Stepien & Gallagher)
 - Standards-based curriculum
 - Common Core State Standards
 - Scientific Inquiry (NSTA)
 - Social Studies for the Next Generation (C3)
 - Talent Development (Tomlinson et al)
 - Understanding by Design (Wiggins & McTighe)
 - Integrated Curriculum Model (VanTassel-Baska)
3. Leadership role of the G/T Specialist
 4. Evaluation of existing curricula
 - Sources of curricular materials
 - Systematic appraisal of instructional and technical components of published curricula
 5. Adaptation and enrichment of existing curricula
 - Acceleration
 - Differentiation by *content*, *process* (assessment, introduction, grouping, teaching activities (inquiry, problem solving, higher-order questions), learning activities (thinking skills), resources, time), and *products*
 6. Developing a plan to align the g/t curriculum with the regular classroom curriculum
 - Targeting a grade-level, a grade-level cluster and related standards
 - Designing and organizing substantive and practical lessons and extensions that are related to gifted students' interests and/or learning needs
 7. The process of curriculum development
 - The planning, organization and design process: Content Mapping
 - Writing curriculum tasks
 - Field testing
 - Curriculum evaluation

ILLUSTRATIVE COURSE ACTIVITIES

- Reading and writing
- Collaborative problem solving
- Critiques of curriculum products
- Review of exemplary curriculum materials
- On-line collaboration (e.g., jig saw activities)

MINIMAL COURSE REQUIREMENTS

- Active and successful participation in all online discussions and activities. A rubric will be used to assess quality of student responses. See Rubric 5 included in this document.
- Be able to articulate what rigorous curriculum is as it relates to gifted and talented students' learning needs and assess the attributes of rigorousness in selected classroom materials.
- Review, evaluate and successfully remodel lessons for appropriateness for gifted learners.
- Develop a Scope and Sequence for at least one year in one grade level for gifted learners. It will showcase the alignment between the regular classroom and the g/t curriculum.
- Design an original Unit Content Map of at least ten lessons for gifted students that can be used to guide the creation of high-quality differentiated lessons for gifted and talented learners.
- Completion of all five products according to the rubrics delineated for each: (1) Descriptors of rigorous, high-quality curriculum; (2) Remodeling curriculum to include high-quality and targeted differentiation; (3 & 4) Scope and Sequence for Gifted Education, Parts I and II, (5) Unit Content Map to guide the creation of at least 10 high-quality curriculum lessons for gifted students.

PRE-ASSESSMENT

- Students will complete a pre-assessment at the beginning of the course to demonstrate their entering knowledge of processes of curriculum development and methods for differentiating strategies and materials for gifted learners.

FORMATIVE AND SUMMATIVE COURSE EVALUATION STRATEGIES

- All student evaluation is based on accuracy, clarity, and creativity of thought. Accuracy addresses the preciseness and truth of the material; clarity addresses the writing style: clearness, organization, and flow of ideas; and creativity speaks to the uniqueness of the ideas and degree of insight into the nuances of the topic at hand. All products are accompanied by a unique rubric that showcase clear expectations and all are included in this Course Overview.
- **Rigor-Assignment 1**

Students will explore rigor, including various definitions of the term and what it means when it is operationalized in curriculum for gifted and talented learners. They will be asked to create their own definition of rigor. Assignments will be evaluated on clarity and comprehensiveness. Please see Rubric 1 included in the document for Assignment 1.

- **Curriculum Unit Evaluation and Remodeling-Assignment 2**

Students will assess an existing curriculum document for its overall quality and appropriateness for gifted learners. Students will remodel the curriculum to improve its general quality as well as include high-quality differentiation for gifted and talented learners. Assignments will be evaluated on the comprehensiveness of the evaluation (e.g., its strengths and weaknesses), the overall quality of the recommendations for improvement and the practicality of the suggestions for improvement. Please see Rubric 2 included in the document for Assignment 2.

- **Scope and Sequence, Part I and II, Assignments 3 and 4**

Part I, Assignment 3

Using a template, students will develop a Scope and Sequence for 1 g/t curriculum module to illustrate how it is aligned to a corresponding regular education curriculum unit.

Part II, Assignment 4

Using a template, students will develop a Scope and Sequence that contains information about each g/t module that will be covered in one grade level over the course of one year, as well as its corresponding curriculum unit in the regular education classroom.

The template is designed to illuminate the alignment between the regular classroom curriculum units and those provided for gifted and talented students. The alignment will help to ensure ongoing, challenging work for high-achieving students and sustain—through the resulting defensibility—programs for gifted students. Assignments will be assessed based on the identification of relevant grade-level goals and objectives in alignment with the Common Core Content Standards and other national standards; macroconcepts; and essential or guiding questions. Please see Rubric 3 included in the document for Assignment 3 and 4.

- **Unit Content Map for Writing Curriculum, Assignment 5**

Students will develop a Unit Content Map of at least 10 lessons that could be taught over a 3-6 week period. The template for the Unit Content Map will be provided. The map is a critical first step; it will be a guide to the subsequent development of high quality, comprehensive differentiated curriculum units/lessons for gifted and talented learners.

Unit Content Maps will include the following features: a description of rationale, purpose, and target audience, including discussion of appropriateness for gifted learners; an outline demonstrating the organization and “chunking” of unit topics; a curriculum framework citing goals and objectives reflecting all levels of declarative knowledge (e.g., facts, concepts, principles and skills), as well as the related Common Core State Standards; an inclusive macroconcept that illuminates the linkages between the regular classroom curriculum and gifted education; a discussion of major instructional strategies

employed; descriptions of key activities supporting objectives; discussion of evaluation procedures and sample pre and post instruments; and listings of key resources and extension ideas. Units will be assessed based on satisfactory completion of all sections, reflection of key principles for teaching gifted learners, and attention to general and content-specific curriculum features, including careful alignment of objectives, activities, and assessments. Students will self-evaluate their Unit Content Map, using the evaluation criteria given, and submit their self-evaluation with their unit. Please see Rubric 4 included in this document.

COURSE READINGS AND MATERIALS:

Required Texts:

Colangelo, N., Assouline, S. G., & Gross, M. U. M. (2004). *A nation deceived: How schools hold back America's students: The Templeton national report on acceleration* (Volumes 1). Iowa City, IA: University of Iowa, Belin-Blank Center. Downloadable free of charge:

http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx

Jadrich, J and Bruxvoort, C. (2011). *Learning and teaching scientific inquiry: Research and Applications*. Arlington, VA: NSTA Press. <http://www.nsta.org/docs/LearningAndTeachingSolutionsManual.pdf>

Jacobs, H. H. (1997). *Mapping the Big Picture*. Alexandria, VA: ASCD. Available from Amazon-New from \$15.82; used from \$10.43 at the time of this writing.

National Council of Social Studies (NCSS). (2013). *Social studies for the next generation: Purposes, practices, and implications for the college, career, and civic life (C3) Framework for social studies state standards*. Silver Springs, MD: National Council for the Social Studies.

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J. H., Leppien, J. H., Burns, D. E., Strickland, C. A., & Imbeau, M. B. (2009). *The Parallel Curriculum: A design to develop learner potential and challenge advanced learners*. (2nd edition). Thousand Oaks, CA: Corwin Press. Available from Amazon-New from \$38.80; used from \$28.44 at the time of this writing.

Tomlinson, C.A. (2014). *The differentiated classroom: responding to the needs of all learners*. (2nd ed.). Alexandria: VA: ASCD. Available from Amazon-New from \$25.55; used from \$22.53 at the time of this writing.

Supplementary Reading:

Plucker, J. A. (February 22, 2015). Common Core and America's High-Achieving Students, retrieved from: <http://edexcellence.net/publications/common-core-and-americas-high-achieving-students>

Purcell, J.H., Burns, D.E., Tomlinson, C.A., Imbeau, M.B., & Martin, J.L. (2002). Bridging the gap: A tool and technique to analyze and evaluate gifted education curricular units. *Gifted Child Quarterly*, 46, 306-321.

Recommended Texts and Materials:

- Delcourt, M.A.B., Cornell, D.G., & Goldberg, M.D. (2007). Cognitive and affective learning outcomes of gifted elementary school students. *Gifted Child Quarterly*, 51, 342-358.
- Diffily, D. (2002). Project-based learning: Meeting social studies standards and the needs of gifted learners. *Gifted Child Today*, 25, 3, 40-45.
- Erickson, L. H. (1998). *Concept-based curriculum and instruction: Teaching beyond the facts*. Thousand Oakes, CA: Corwin.
- Feng, A. X., VanTassel-Baska, J., Quek, C., Bai, W., & O'Neill, B. (2005). A longitudinal assessment of gifted students' learning using the Integrated Curriculum Model (ICM): Impacts and perceptions of the William and Mary language arts and science curriculum. *Roeper Review*, 27, 78-84.
- Gallagher, J. J. (2000). Teaching for understanding and application of science knowledge. *School Science and Mathematics*, 100, 310-318.
- Gallagher, S., Stepien, W., Sher, B., & Workman, D. (1995). Implementing problem-based learning in science classrooms. *School Science and Mathematics*, 95, 136-146.
- Gavin, M. K., Casa, T. M., Adelson, J. L., Carroll, S. R., Sheffield, L. J., & Spinelli, A. M. (2007). Project M³: Mentoring mathematical minds – A research-based curriculum for talented elementary students. *Journal of Advanced Academics*, 18, 566-585.
- Hartsell, B. (2006). Teaching toward compassion: Environmental values education for secondary students. *The Journal of Secondary Gifted Education*, 17(4), 265-271.
- Hertberg-Davis, H. & Callahan, C. (2008). A narrow escape: Gifted students' perceptions of advanced placement and international baccalaureate programs, 52, 3, 199-216.
- Johnsen, S.K., Haensly, P.A., Ryser, G.A., & Ford, R.F. (2002). Changing general education classroom practices to adapt for gifted students. *Gifted Child Quarterly*, 46, 45-63.
- Kaplan, S. N. (2002). Awakening and Elaborating: Differentiation in Social Studies Content and Instruction. *Gifted Child Today*, 25(3), 18-23.
- Karnes, F. A., & Bean, S. M. (Eds.). (2008). *Methods and materials for teaching the gifted*. Austin, TX: Prufrock Press.
- Linn-Chen, R. & Hertzog, N. (2007). Unlocking the GATE to differentiation: a qualitative study of two self-contained gifted classes. *Journal for the Education of the Gifted*, 31, 2, 227-259.
- Mann, R. (2006). Effective teaching strategies for gifted/learning disabled students with spatial strengths. *Journal of Secondary Gifted Education*, 17, 2, 112-121.
- Meador, K. S. (2003). Thinking creatively about science. *Gifted Child Today*, 26(1), 25-29.

- National Association for Gifted Children (NAGC). (2009). *Guidelines for developing an academic acceleration policy*. <http://www.nagc.org/sites/default/files/Advocacy/Acceleration%20Policy%20Guidelines.pdf>
- Pfeiffer, S.I. (2003). Challenges and opportunities for students who are gifted: What the experts say. *Gifted Child Quarterly*, 47, 161-169.
- Plucker, J. & Callahan, C. M. (2013). *Critical Issues and practices in gifted education: What the research says*. (2nd ed.) Waco: TX. Available from Amazon-New from \$79.06; used from \$74.47 at the time of this writing.
- Rogers, K. & Silverman, L. (2001). *Re-forming gifted education: How parents and teachers can match the program to the child*. Scottsdale, AZ: Great Potential Press.
- Schillereff, M. (2001). Using inquiry-based science to help gifted students become more self-directed. *Primary Voices K-6*, 10, 28-32.
- Sternberg, R. J., Torff, B., & Grigorenko, E. L. (1998). Teaching triarchically improves school achievement. *Journal of Educational Psychology*, 90, 374-384.
- Southern, W.T. & Jones, E.D. (1991). *The academic acceleration of gifted children*. New York: Teachers College Press.
- Swanson, J. (2006) Breaking through assumptions about low income minority gifted students, *Gifted Child Quarterly*, 50, 1, 11-25.
- Swiatek, M. A. (2000). A decade of longitudinal research on academic acceleration through the study of mathematically precocious youth. *Roeper Review*, 24, 141-144.
- Terry, A. W. (2003). Effects of service learning on young, gifted adolescents and their community. *Gifted Child Quarterly*, 47, 295-308.
- Thompson, D. & MacDonald, D. (2007). Examining the influence of teacher-constructed and student-constructed assignments on the achievement patterns of gifted and advanced sixth-grade students. *Journal for the Education of the Gifted*, 31, 2, 198-226.
- Tomlinson, C. A. & Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum, grades K-5*. Alexandria, VA: ASCD.
- Tomlinson, C. A. & Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum, grades 5-9*. Alexandria, VA: ASCD.
- Tomlinson, C. & Strickland, C. (2004). *Differentiation in practice: A resource guide for differentiating curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. & Strickland, C. A. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9-12*. Alexandria, VA: ASCD.
- Tomlinson, C.A., Doubet, K. J., Capper, M. R. (2008). "Aligning gifted education services with general education." In J. H. Purcell and R.D. Eckert (Eds.), *Designing Services and Programs for High Ability Learners* (pp. 224-238). Thousand Oaks, CA: Corwin.

VanTassel-Baska, J. (2003). *Curriculum planning and instructional design for gifted learners*. Denver, CO: Love Publishing.

VanTassel-Baska, J., & Brown, E.F. (2007). Toward best practice: An analysis of the efficacy of curriculum models in gifted education. *Gifted Child Quarterly*, 51, 35-40.

VanTassel-Baska, J. & Stambaugh, T. (2006). *Comprehensive curriculum for gifted learners* (3rd ed.). Boston, MA: Allyn & Bacon.

Educational Leadership, 58 (1). September, 2000- Theme Issue: How to Differentiate Instruction.

COURSE SCHEDULE

This online course is designed so that participants can complete the entire course asynchronously at home. For those who opt for the totally online option, it is important to note that they complete the 6 (six) classes within the prescribed timeframe. Online participants will need to monitor carefully their progress and completion of required assignments to successfully complete the course.

There are two classes that may be offered virtually, Classes 1 and 6. All participants are encouraged to attend these virtual classes. For those who cannot, a videotape will be made and posted in the course shell through e-college. It is advisable for all participants who cannot make the virtual classes to watch the videos.

COURSE SCHEDULE		
CLASS	TOPICS	READINGS/ASSIGNMENTS
<p>Class 1 (Optional Virtual Class) June 29, Monday</p>	<p>Introductions and Course Overview; Overview of Curriculum Theory (Dewey, Taba, Bruner, Vygotsky, Eleanor Duckworth); New Jersey law on gifted and talented students, NAGC curriculum standards; preassessment</p> <p><i>Posting, to be completed on Thursday, July 2nd:</i> In one page, summarize which curriculum theorist (s) have the most important ideas to offer your school/district. Explain. Post your reflection.</p>	<p>For Class One read:</p> <ol style="list-style-type: none"> 1. Bruner, J. (1960). <i>The process of education</i>. Cambridge, MA: Harvard University Press. Chapters 1 & 2: Introduction and The Importance of Structure, pp 1-32. 2. Dewey, J. (1938). <i>Experience and education</i>. Cambridge, MA; Harvard University Press. Chapters 1 & 2: Traditional vs Progressive Education and The Need of a Theory of Education, pp. 17-31 3. Taba, H. (1962). <i>Curriculum Development: Theory and Practice</i> New York: Harcourt Brace. Chapter One 4. Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological</i>. Cambridge, MA: Harvard University Press. Chapter 6: Interaction between Learning and Development 5. Duckworth, E. (1972). The having of wonderful ideas. <i>Harvard Educational Review</i>, 42 (2), 217-231. <p>For Class One: Complete the preassessment and submit it to the instructor.</p> <p>For Class Two:</p> <ul style="list-style-type: none"> • Read Chapter 3 “Thinking About the Elements of Curriculum Design,” from <i>The Parallel Curriculum: A Design to Develop Learner Potential and Challenge Advanced Learners</i>, 2009 • Watch the following YouTube video: https://vimeo.com/42788913

<p>Class 2 July 7 Tuesday</p>	<p>Characteristics of Rigor: <i>Posting and Assignment #1, due Tuesday, July 7th :</i> Interview at least 5 individuals. They may be teachers, administrators, parents, and/or students. How do they characterize (describe) rigorous curriculum? Post and compare your descriptors to those of others. Revise your list of descriptors if you have modified your thinking based on the threaded discussion with others. Then, categorize your revised descriptors into 5-10 larger categories that make sense and that characterize educational rigor. <i>Assignment 1:</i> Write a summary statement about educational rigor.¹</p>	<p>For Class 3:</p> <ul style="list-style-type: none"> • Review curriculum units that have been traditionally offered to gifted and talented students in your district. Identify those that you believe will be used again and that simply aren't rigorous enough in your estimation. Choose one from among them for remodeling during the next week. • Read "Bridging the Gap" by Purcell et. al. in <i>Gifted Child Quarterly</i> • Read "Common Core and America's High-Achieving Students," J. Plucker
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¹ This is a graded assignment #1. See the Rubric 1 contained in this document.

<p>Class 3 July 13 Monday</p>	<p>Modifying and Adapting Curriculum for High Achieving Students-Assessing and Remodeling a Curriculum Unit <i>Assignment 2</i></p> <p>You are a member your district’s curriculum committee. You have been charged with evaluating the unit that you targeted. It is your responsibility—along with other committee members— to assess the overall effectiveness of this unit and provide feedback to teachers who will use this unit in the future.</p> <p>Using the tool (NAGC Curriculum Rubric) explained in “Bridging the Gap,” evaluate the different components of your targeted unit for its suitability for high-end learners. What are the strengths of the unit? The weaknesses? What modifications would you recommend that would support the learning needs of gifted and talented students in that classroom? Submit a summary of your assessment and remodeled curriculum unit²</p>	<p>For Class 4, read: <i>The following readings are about curriculum differentiation. Differentiation is an important part of what G/T coordinators do every day on the job. Thus, it is important to read them carefully and store important points and techniques away so that you can retrieve these ideas when colleagues call upon you to help them with differentiation.</i></p> <p>Tomlinson, C.A. (2014). <i>The differentiated classroom: responding to the needs of all learners.</i> (2nd ed.). Alexandria: VA: ASCD.</p> <p>(See pages 133-138 especially which describes tiering)</p> <p><i>The following readings help to lay the foundation for aligning g/t education with the curriculum in the regular classroom, a critical topic for helping to sustain programs for the gifted. The next week two weeks in the course will be devoted to the topic.</i></p> <ul style="list-style-type: none"> • Jacobs, H. H. (1997). <i>Mapping the Big Picture.</i> Alexandria, VA: ASCD. • “Aligning G/T and Regular Education”- C. Tomlinson’s Chapter in <i>Developing Programs and Services for High-Achieving Students (provided as pdf</i> <p>Review the PowerPoint on Alignment in g/t education, then: Reflect and consider what might happen if the curriculum in programs for the gifted were aligned consistently to the regular curriculum and extended to address the unique learning needs of high-achieving students.</p>
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² This is graded assignment #2. See the accompanying rubric contained in this document.

<p>Class 4 July 20 Monday</p>	<p>Aligning the Regular and G/T Curriculum, Part I³</p> <p><i>Assignment 3, Scope and Sequence, Part I</i></p> <p>Part I-Using the Scope and Sequence Template, describe the alignment between 1 (one) unit for g/t students and a corresponding regular education unit in a grade level of choice. The goal is to illustrate the alignment/lack of alignment between the two. Is the g/t module a true extension of the regular classroom unit?</p> <p>Part II-In about a page, use the information you collected in your examination to prepare a bulleted list of observations and a bulleted list of recommendations. Your audience for these bulleted lists is teachers in the grade level you selected.</p> <p>Use Rubric #3 in the Course Overview, to guide you as you complete Assignment 3.</p>	<p>For Class 5</p> <p>Identify a grade level that is most in need of triaging as it relates to regular education and g/t education alignment. It can be one that needs little revision to increase the alignment or one that needs a great deal of work to ensure alignment.</p>
<p>Class 5 July 27 Monday</p>	<p>Aligning the Regular and G/T Curriculum, Part II⁴</p> <p><i>Assignment 4, Scope and Sequence, Part II</i></p> <p>Part I-Using the same Scope and Sequence Template from last week, complete a template for each module across an entire year for the gifted services at a specific grade level. Be sure to include information about the corresponding regular education curriculum units.</p> <p>Part II-In about a page, use the information you collected from the template to create a position paper. Persuade your building principle or</p>	<p>For Class 6</p> <p>Make sure to review the Rubric 4 before you begin your work on the last assignment. Also, if you would like to see actual Unit Content Maps and the subsequent units that have been written from them, access this weblink: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320852</p> <p>Once there, scroll down the page until you see images of the Javits units. When you see each of the images, click on one of your choice. Inside each unit, you will find the Unit Content Map toward the end of each unit (It is important to note that the map was called a “Curriculum Map,” when the units were written.). The map that you find at the end of each publication guided the writing of the unit. For example, if you access the unit, “Northeast Regions of the United States”, the</p>

³ This is grades assignment #3. See the rubric contained in this document.

⁴ This is grades assignment #4. See the rubric contained in this document.

	district supervisor about: (1) the need to increase the alignment between the two contexts <i>or</i> (2) the robustness of the current alignment and that your g/t curriculum is sufficiently well aligned to enhance the learning needs of gifted and talented students.	map is on pages 81-84.
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<p>Class 6 August 7 Monday (Optional virtual class)</p>	<p>Creating Curriculum From Scratch: Using Unit Content Maps to Design and Create High-Quality Curriculum for Gifted and Talented Students</p> <p><i>Posting</i> How can storyboarding be used to keep a laser-like focus on rigorous content? Part I-Overview the PowerPoint, "storyboarding." Part II-In a one-page summary, explain what is clear to you about the storyboarding process and what questions yet remain in your mind. Post your one-page summary.</p> <p>Keep in mind that you will be asked to create a storyboard for your final project.</p>	<p>For Class 7 (There is no official Class 7. There is a final assignment due, however. To provide participants with extra time to complete this work, the final assignment is due by 5:00PM on August 12th)</p> <p>Identify a curriculum unit contains at least 10 lessons that you would like to revise significantly for g/t students or identify a topic that would be used by g/t students and would contain at least 10 lessons. Address the following:</p> <p>You have been asked by your school district to create a rigorous curriculum unit (at least ten lessons) that aligns with the curriculum in the regular classroom. Use the Unit Content Template to create a storyboard that sequences the principles, concepts and facts to be taught.⁵</p>
<p>Final Assignment Due August 12 by 5:00PM</p>	<p>Submit the Unit Content Map for at least 10 lessons</p>	

⁵ This is graded assignment #5. See the rubric contained in this document.

Required Products

Date Due	Product Description	Assessment
Class 1-Tuesday, July 2 nd	Posting only, curriculum theorists	Rubric 5
Class 2-Tuesday, July 7 th	Posting and Descriptors of Rigorous, High Quality Curriculum, <i>Written Assignment 1</i> (8 points)	Rubric 1
Class 3-Monday, July 13 th	Assessment and Remodeling of a Curriculum Unit, <i>Written Assignment 2</i> : (15 points)	Rubric 2
Class 4 –Monday. July 20 th	Scope and Sequence Template-Part I, <i>Written Assignment 3</i> (10 points)	Rubric 3
Class 5-Monday, July 27 th	Scope and Sequence Template-Part II, <i>Written Assignment 4</i> (20 points)	Rubric 3
Class 6-Friday, August 7 th	Posting about storyboarding and Unit Content Map for 1 One G/T Module	Rubric 5
Final Assignment Due August 12 th after the completion of the course	Unit Content Map for 5-10 G/T Modules <i>Written Assignment 5</i> , (30 points)	Rubric 4
Online Participation	Postings (not including the 5 assignments) Classes 1, 2 and 6. (6 points each)	Rubric 5
TOTAL	5 (five) assignments: 8+15+10+20+30=83 points 3 (three postings, each 6 points)=18 points 83 points + 18 points = 101 points	

Rubric 1: Descriptors of High Quality Curriculum (8 points)

Attribute	Novice	Intermediate	Exemplary
Clarity of the Descriptors (2 points)	Some of the descriptors are unclear; guesses have to be made about the nature of some of the categories	The descriptors are clear; they could be understood by most any practitioner	The descriptors are clear, comprehensive; and easily understood by any practitioner, regardless of experience
Comprehensiveness of Descriptors (2 points)	Some descriptors are missing	The descriptors represent the essential facets of rigorous curriculum	The descriptors are comprehensive; they demonstrate insight into the nature of rigorous curriculum
Categories Developed for the Descriptors (2 points)	The rationale for some of the categorization is unclear; guesses have to be made as to why some of the descriptors are categorized the way they are; some of the categories of rigorous curriculum are unclear or missing	The categories are clear; the rationale for the categorization is apparent; the categories are clear	The categories are clear; the rationale for the categorization is apparent; the categories are comprehensive and make explicit the nature of rigorous curriculum
Summary Statement (2 points)	Some categories unclear; beliefs about the importance of each category are missing in some cases	Categories are clear; beliefs about the importance of each are reasonable	Categories are clear and substantial; they support all facets of rigorous curriculum; beliefs about the importance of each are insightful, comprehensive and convincing

Rubric 2: Assessment and Remodeling of a Curriculum Unit for Gifted and Talented Students (15 points)

Attribute	Novice	Intermediate	Exemplary
Strengths of the Unit (3 points)	Two or more of the unit's strengths were not addressed	One of the unit's strengths was not addressed	All the strengths were identified; they were addressed in detail
Weaknesses of the Unit (3 points)	Two or more of the unit's weaknesses were not addressed	One of the unit's weaknesses was not addressed	All the weaknesses were identified; they were addressed in detail
Alignment between the Weaknesses Identified and Recommended Improvements (3 points)	One or more of the recommendations for improvement are not aligned with the weaknesses targeted	The recommendations for improvement tie to the identified weaknesses; the linkages are mostly clear	The recommendations for improvement tie one-to-one with the identified weaknesses; the linkages are clearly apparent
Quality of the Recommendations for Improvement (3 points)	One or more of the recommendations for improvement is/are superficial; the curriculum component in question lacks rigor	The recommendations for improvement are substantive; taken together, the recommendations improve the rigor of the unit	The recommendations for improvement are substantive; they address creatively the nuances of each curriculum component; the rigor of the unit has been increased comprehensively and in a substantive way
Ease-of-Use/Practicality (e.g., cost effectiveness, time consuming) (3 points)	Inferences about the recommendations for improvement have to be made; some of the recommendations are difficult to implement	The recommendations for improvement are clear and reasonably easy to implement	The recommendations for improvement are clear for any practitioner; they require little time and/or money to implement

Rubric 3: Scope and Sequence for Gifted Education, Part I (10 points), Part II (25 points)

Attribute	Novice	Intermediate	Exemplary
<p>Brief Description of Regular Education and G/T Units/Module(s)</p> <p>(Part I-1 point Part II-4 points)</p>	<p>State and/or national standards supporting the lessons are simply listed; little description is provided</p>	<p>State and/or national standards supporting the lessons are listed and explained; the description is either too brief or excessively long</p>	<p>State and/or national standards supporting the lessons are listed and explained; the description is comprehensive and to-the-point.</p>
<p>Unpacking of the Targeted Standards in Regular and G/T Unit/Module (s)</p> <p>(Part I-1 point Part II-4 points)</p>	<p>Some essential principles, concepts and facts are unpacked from the standards in the targeted units from the regular and gifted education classroom; many inferences need to be made between the principles and targeted concepts and facts in each; inferences need to be made to understand how the identified thinking and content-specific skills would be relevant and appropriate</p>	<p>Most essential principles, concepts and facts are unpacked from the standards in the targeted units from the regular and gifted education classroom; some inferences need to be made between the principles and targeted concepts and facts in each; the identified thinking and discipline-specific skills are mostly relevant and appropriate</p>	<p>All essential principles, concepts and facts are unpacked from the standards in the targeted units from the regular and gifted education classroom; clear relationships exist between the principles and targeted concepts and facts in each; the identified thinking and content-specific skills are relevant and appropriate</p>
<p>Potential Linkages Across Regular and G/T Curriculum Unit/Module (s)</p> <p>(Part I-1 point Part II-4 points)</p>	<p>Macroconcepts are listed, yet not immediately apparent; essential or guiding questions are not clearly connected to the concepts and principles; cross-curricular connections were unclear and inferences need to be made</p>	<p>Macroconcepts are listed and explained; g/t students would have to make some inferences to understand the linkages between the regular and g/t curriculum; essential or guiding questions are reasonably tied to the targeted macroconcept, and may be engaging to some students; cross-curricular connections might have to be made clear to students</p>	<p>Macroconcepts are listed and explained accurately; g/t students would clearly see the linkages between the regular and g/t curriculum; essential or guiding questions are plainly tied to the targeted macroconcept, essential or guiding questions are engaging, and have the potential to spark further inquiry; cross-curricular connections would be easy for students to see</p>

<p>Overall Quality of the Outlined Module (s) (Part I-1 point Part II-4 points)</p>	<p>Assignment, Part I: The module does not align readily with the targeted regular education curriculum; it is not clear how gifted and talented students would benefit from the module</p> <p>Assignment Part II Taken together, the outlined curriculum modules lack coherence with the regular curriculum; they may not provide for continuous progress for g/t students</p>	<p>Assignment, Part I: The module is moderately aligned with the targeted regular education curriculum; students would have to make some inferences about the connection; as suggested the module would extend the learning of gifted education students</p> <p>Assignment Part II-Taken together, the outlined curriculum modules spiral across the year with the regular curriculum; they provide g/t students with opportunities for reasonable academic growth</p>	<p>Assignment, Part I: The module aligns readily with the targeted regular education curriculum and would clearly and significantly extend the learning of gifted education students</p> <p>Assignment Part II-Taken together, the outlined curriculum modules spiral across the year with the regular curriculum; they provide g/t students with opportunities for continual growth within and across content areas in critical areas of declarative knowledge (i.e., facts, concepts, principles and skills)</p>
<p>Clarity (Part I-1 point Part II-4 points)</p>	<p>The modules are explained; some escalating levels of challenge—when compared to the regular education curriculum—are apparent; teachers, parents and administrators would be unclear about the linkages and levels of escalating challenge</p>	<p>The modules are clearly explained; the escalating levels of challenge—when compared to the regular education curriculum—are apparent; teachers, parents and administrators would have to make some inferences about the linkages and levels of escalating challenge</p>	<p>The modules are clearly explained; the escalating levels of challenge—when compared to the regular education curriculum—are apparent; teachers, parents and administrators would understand how the g/t curriculum is linked to the regular curriculum, yet is more challenging</p>

Rubric 4: Unit Content Map (30 points)

Attribute	Novice	Intermediate	Exemplary
Content Standards (6 points)	Two or more state or national standards are unclear/missing; benchmarks are not apparent; some big ideas have been culled from the standards/benchmarks; some big ideas have been turned into complete sentences; inferences have to be made about the alignment between the big ideas and complete sentences	Most of the state or national standards are researched and identified; some accompanying benchmarks are provided; most big ideas have been culled from the standards/benchmarks; most big ideas have been turned into important	All relevant state and/or national standards are identified; benchmarks have been comprehensively researched and identified; Big ideas have been culled from the standards/benchmarks; the big ideas have been turned into important principles that align with the unit content
Storyboarding (6 points)	All main ideas are clear; they are sequenced such that there is a seeming beginning, middle and end; some of the “teaching chunks” are too small or too large; some gaps are apparent	All main ideas are clear; they are sequenced such that there is a clear beginning, middle and end; one or two of the “teaching chunks” are too small or too large; one or two gaps are apparent	All main ideas are clear; they are sequenced such that there is a clear beginning, middle and end; each represents an appropriate “learning chunk” for all students; no gaps are apparent
Concepts, Principles, Facts and Skills (6 points)	Several knowledge goals are missing or misinterpreted in the Unit Content Map	Two or more of the knowledge goals are missing from the Unit Content Map	All the reasonable knowledge goals contained within the targeted standards have been teased apart from the standards and included in the Unit Content Map
Responses to Open-Ended Questions (The Narrative) (6 points)	Questions are addressed; inferences have to be made about the responses; linkages between the Unit Content Map and the narrative are unclear; the lessons—as outlined—will need a great deal of work to turn them into powerful learning experiences for gifted and talented learners	All questions are answered; some inferences need to be made to tie the answers on the narrative portion to the Unit Content Map; the content has the potential to be a powerful extension for gifted and talented students.	Answers are comprehensive; answers are tightly aligned with the Unit Content Map itself; it is very clear that the lessons are a natural and powerful extension of the regular curriculum for gifted and talented students

Self-Assessment (6 points)	No self-assessment was included	Self-assessment was included; some vagueness yet exists with respect to the content knowledge that is contained in the targeted standards	Very accurate self-assessment; clarity indicates a deep understanding of the important knowledge goals contained in a Unit Content Map
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Protocol for Online Participation

Curriculum & Instruction

Online

This Curriculum and Instruction course is referred to as an online course. Every class will be conducted online. Although two classes may be offered virtually, they are not required to complete the course.

ASSIGNMENTS

Online class reflections consist of a prompt that builds upon class work and readings that are explained in the syllabus. Online classes will require participants to spend approximately 3-4 hours in a combination of reading, thinking about readings and class discussions, posting to prompts/assignments, reading other participants postings, and/or making final reflections.

Each online class will have a limited time frame. Although participants can elect to spend as much time *before* the online class completing readings, assignments and thinking, the postings and reflections, however, must be conducted within a one-day timeframe as outlined below:

Online Class 1: To be posted on Thursday, July 2

Posting (Curriculum Theorists): In one page, summarize which curriculum theorist (s) have the most important ideas to offer your school/district. Explain. Post your reflection.

Online Class 2: To be posted on Tuesday, July 7 (happy July 4th!)

Posting and Assignment 1 (Characteristics of Rigor): What are the characteristics (descriptors) of rigorous curriculum? Post and compare your descriptors to those of others. Revise your list of descriptors if you have modified your thinking based on the threaded discussion with others. Then, categorize your revised descriptors into 5-10 larger categories that make sense and that make them aligned with best practices. Write and post a summary statement (1 page or less) about educational rigor.

Online Class 3: To be submitted Monday, July 13

Assignment 2 (Remodeling Curriculum):

You are a member your district's curriculum committee. You have been charged with evaluating the unit that you targeted. It is your responsibility—along with other committee members—to assess the overall effectiveness of this unit and provide written feedback to teachers who will use this unit in the future.

Using the tool explained in "Bridging the Gap," (Purcell, et. al.) evaluate the different components of your targeted unit for its suitability for high-end learners. What are the strengths of the unit? What are its seeming weaknesses? What modifications would you recommend that would support the learning needs of gifted and talented students in that classroom? Post a summary of your assessment and remodeled curriculum unit.

Online Class 4: To be submitted Monday, July 20

Assignment 3 (Aligning the G/T Curriculum with the Regular Curriculum, Part I):

Part I-Using the Scope and Sequence Template, describe 1 (one) unit for g/t students in a grade level of choice. Make sure to include information that describes the corresponding unit in the regular education curriculum.

Part II-In less than half a page, what thoughts would you like to share with your building/district supervisor about the current alignment of gifted and regular education for that unit and at that grade level?

Online Class 5: To be submitted Monday, July 27

Assignment 4 (Aligning the G/T Curriculum with the Regular Curriculum, Part II):

Part I-Using the Scope and Sequence for Gifted Education Template from last week, complete a template for each module across an entire year for the gifted services at a specific grade-level. Make sure to include information that describes each corresponding unit in the regular education curriculum.

Part II-In less than half a page and in bulleted form, what thoughts would you share with the faculty in the grade level whose curriculum you have mapped? For example, Characterize the alignment between regular and g/t education. How might your work benefit them? Might it present any challenges?

Online Class 6: To be submitted Monday, August 7

Posting and Assignment 5 (Unit Content Mapping for Curriculum Writing):

Part I-Overview the PowerPoint, "storyboarding."

Part II-In a one-page summary, explain what is clear to you about the storyboarding process and what questions yet remain in your mind. Keep in mind that you will be asked to create a storyboard for your final project.

Use Rubric 5 to self-assess your work.

Final Assignment: To be submitted Wednesday, August 12 by 5:00PM

Assignment 6 (Unit Content Mapping for Curriculum Writing):

You have been asked by your school district to create a curriculum unit (at least ten lessons) for g/t students. To ensure the highest quality curriculum, use the Unit Content Template to create a storyboard that sequences the principles, concepts and facts to be taught.

The one-day timeframe for on-line postings and assignments is designed purposefully. It provides a clear and distinct timeframe for participants to interact with each other in a learning community, make meaningful connections with others' thinking, and refine their own thinking as a result of the interaction.

I will act as a moderator during each of these one-day timeframes. I will make every effort to read all the postings and occasionally provide commentary as well.

GENERAL GUIDELINES

1. Each online class requires initial thinking by each participant, a posting or reflection of some kind, peer reading of the postings and/or commentary, as well as a final reflection piece if you so desire. Thus, your postings should span the two days, an initial posting and one toward the end of the second day.
2. Respond directly to the assignment questions; avoid wandering.
3. Postings should be short.
4. Make sure to build on others' comments/responses/reflections. Your posting should show evidence that you considered other points of view. Feel free to reference others' thinking.
5. Use proper language, spelling and other grammatical conventions.

ASSESSMENT OF ONLINE PARTICIPATION

Use the following rubric to assess the overall effectiveness of your online contributions.

Online Discussion Rubric 5				
Attribute	Beginning	Average	Good	Exemplary
Promptness and Initiative (1 point)	Does not respond to most postings within the two-day window; rarely shares	Responds to some of the prompts—initial and reflection—within the two day window	Responds to most prompts—initial and reflection—within the two day window	Consistently responds to all prompts—initially and later with reflection—within the two-day window
Relevance of post (2 points)	Makes short and/or irrelevant responses; assignments do not show evidence of the consideration of other’s thinking.; postings wander off assignment topics	Most posts are short; assignments show little evidence of thoughtful consideration of other’s thinking; occasionally posts off assignment topics	Posts are mostly substantive; assignments show evidence of thoughtful consideration of others’ thinking	Posts are consistently substantive; assignments show evidence of thoughtful consideration of others’ thinking; evidence that other citations/references have been considered
Contribution to the Learning Community (2 point)	Little consideration of others’ thinking; very little connection with the online learning community	Occasional attempts to offer discussion points and reflect on other’s thinking; some connection with the online learning community	Frequent attempts to offer discussion points and reflect on other’s thinking; presents clear and relevant viewpoints; interacts freely and with consideration of others’ viewpoints in the online learning community	Frequent attempts to offer discussion points and reflect on other’s thinking; presents clear and relevant viewpoints; interacts freely and with consideration of others’ viewpoints; presents creative approaches to the assignment/post; helps to motivate the learning community
Technical Expression (1 point)	Utilizes poor spelling; little attention to grammatical conventions; ideas are not expressed clearly	Errors in spelling and grammar are evident in several posts; some ideas are unclear	Few spelling and grammatical errors; most ideas and opinions are stated clearly	Consistently uses grammatically correct posts with rare misspellings; ideas are expressed clearly and concisely

COURSE POLICIES

Rutgers University requires strict adherence to the principles of academic integrity and respect for all individuals. Please make sure to familiarize yourself with the policies below through their corresponding web links.

Rutgers University Policies

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity

(see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

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Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Class participation: Much of the learning in this class will result from collaboration among class participants and the instructor. Therefore, active participation is strongly suggested.

Grading: Grading will be framed by the two major components of this class: online participation and class assignments. The 6 (six) required projects are worth a potential 83 points as determined by the rubrics included in this syllabus; online postings and participation is worth a potential 18 points as determined by the rubric included in the Protocol for Online Discussion (6 points for each of three postings).

95-101 points:	A+
90-95:	A
86-89:	B+
80-85:	B
76-79:	C+
70-75	C