

Matrix Week 4

Note: NGSSS references the Next Generation Sunshine State Standards

Note: GT=K (Knowledge) S= (Skills) NAGC-CEC Teacher Preparation Standards in Gifted Education

Key Questions	Guiding Objectives	Learning Activities	Evidence of Mastery	In-Depth Required Reading	Resources
What curricular components are essential in order to develop a unit of instruction that meets the cognitive and affective needs of students who are gifted?	Demonstrate the ability to develop a unit of instruction aligning curricular components, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of students who are gifted. (GT2K1; GT3; GT4K2; GT7)	4.1. Select a theme in a subject you teach that would be appropriate for students who are gifted and at the grade level you teach. Using the NAGC Rubric for Rating Outstanding Curricular Material (Topic 8 HO 1), develop a unit of study. Be sure your unit covers each area. Your unit could be for one to three weeks, cover the pertinent Next Generation Sunshine State Standards, and should apply principles from one of the curriculum models discussed earlier. If possible, reference the Educational Plans (EPs) for students in your class to determine their learning strengths. Critique your own unit using the components from NAGC's Rubric for Rating Outstanding Curriculum Material and the Checklist for Rigor from the <i>Florida's Frameworks for K-12 Gifted Learners</i> found at www.unfwogi.com. Key components from the <i>NAGC Rubric</i> include: • Nature of Differentiation • Opportunities for Talent Development • Clarity of Objectives • Nature of the Objectives • Evaluation	Completed unit of study and critique.	Giftedness as Asynchronous Development, by Stephanie S. Tolan NAGC: Curriculum and Instruction Division Rubric for Rating Outstanding Curriculum Material Bridging the Gap: A Tool and Technique to Analyze and Evaluate Gifted Education Curricular Units Broward County's Learning Contract for Hoot, by Carl Hiassen	<i>Teaching Gifted in the Regular Classroom</i>, Susan Winebrenner Verizon's Thinkfinity: Literacy, Education and Technology For additional activities related to exemplary lessons and curriculum units see Burns, D. E., et al. (2002). <i>Applying gifted education pedagogy in the general education classroom: Professional development module</i>. Storrs, CT: The National Research Center on the Gifted and Talented. Purcell, J. H., & Burns, D. E. (2002). <i>Template for designing PCM curriculum units and lessons</i>. A Javits Gifted and Talented Demonstration Grant. Washington, DC: Department of Education, Office of Educational Research and Improvement [Included 8C]. VanTassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing.

		Components • Learning Activities • Instructional Strategies • Student Products and Assignments • Resources and Level of Student Engagement with the Materials • Alignment of Curricular Components • Evidence of Effectiveness • Ease of Use by Other Educators 4.2 Using the Learning Contract template, design a compacted unit for one of your students. Explain how you determined the student's eligibility for the voluntary participation.	Completed Learning Contract template and word processed explanation about student qualification process.		Tomlinson, C., Kaplan, S., Renzulli, J., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i>. Thousand Oaks, CA: Corwin Press.
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Checklist for Week 4

Read required course readings.

Complete and submit Learning Activity 4.1

Complete Learning Activity 4.2.

Complete Discussion Forum 4.1: Explain which of this week's activities you could use to develop compacted curriculum units for your students, and how you will use them in your classroom.