

Differentiating Curriculum

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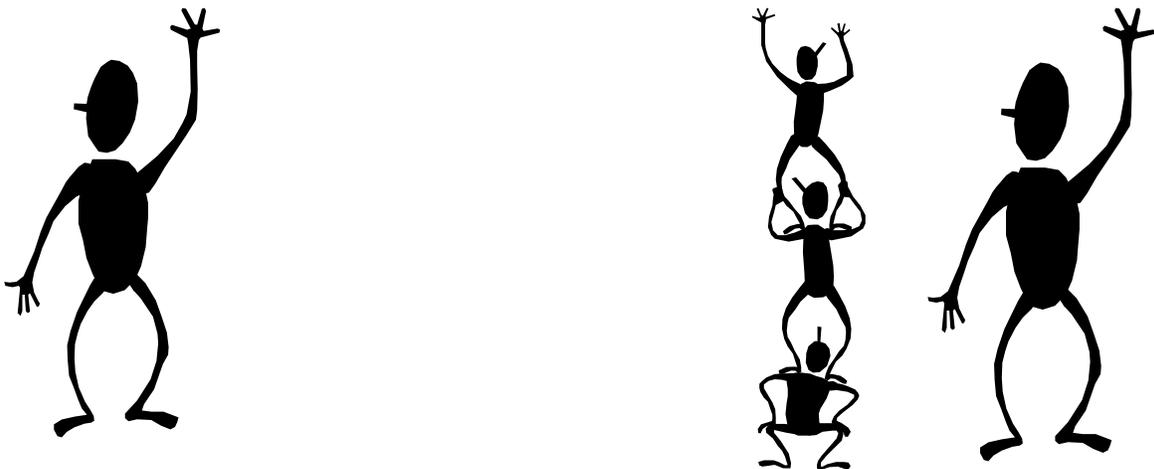
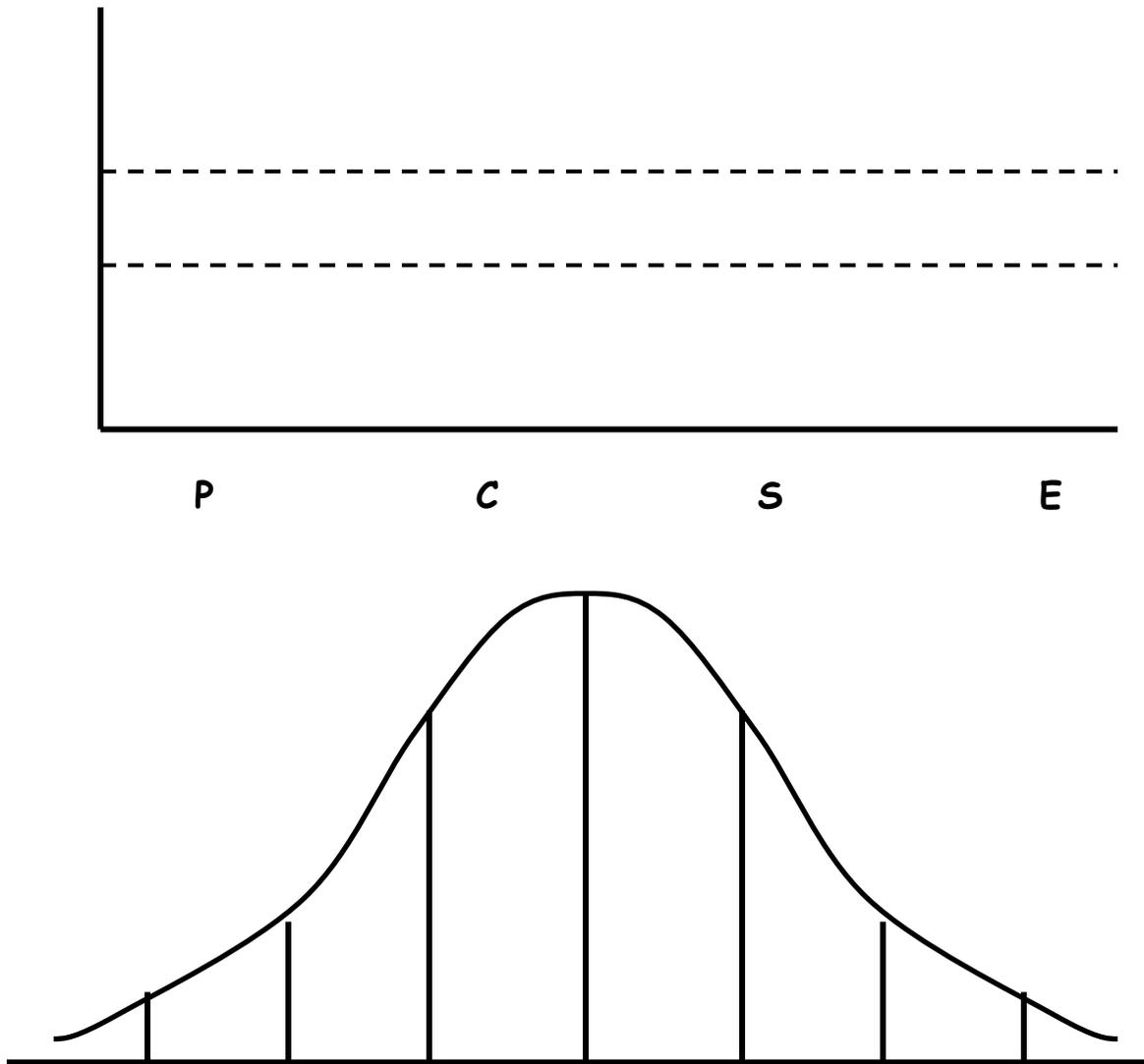
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Keys to Giftedness

Based on the work of Joyce Juntune, Texas A&M University



Special Education Services Compared to Gifted Education Services

Special Education

Gifted Education



W. Thomas Southern, Miami University of Ohio; Eric D. Jones, Bowling Green State University

Types of Acceleration: Dimensions and Issues

Introduction

Pressey's (1949) definition describes acceleration as, "progress through an educational program at rates faster or at ages younger than conventional" (p. 2). According to that definition, Southern, Jones, and Stanley (1993) identified 17 educational types of accelerative options. In this chapter we discuss those 17 practices; we also include one additional practice

which is the result of separating early entrance to kindergarten from early entrance to first grade, and consider them as two distinct practices. The chapter also considers five dimensions of acceleration that characterize and may affect their availability to students who demonstrate academic precocity.

Types of Acceleration

- 1. Early Admission to Kindergarten:** Students enter kindergarten or first grade prior to achieving the minimum age for school entry as set by district or state policy. The entry age specified varies greatly throughout the country and is generally stated in terms of birth date. For example, entry to kindergarten will be allowed for prospective students who will achieve the age of five years on or before September 30 of their entry year.
- 2. Early Admission to First Grade:** This practice can result from either the skipping of kindergarten, or from accelerating a student from kindergarten in what would be the student's first year of school.
- 3. Grade-Skipping:** A student is considered to have grade skipped if he or she is given a grade-level placement ahead of chronological-age peers. Grade-skipping may be done at the beginning or during the school year.
- 4. Continuous Progress:** The student is given content progressively as prior content is completed and mastered. The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level. Provision for providing sequenced materials may or may not be with the discretion of the teacher or within the control of the student.
- 5. Self-Paced Instruction:** With this option the student proceeds through learning and instructional activities at a self-selected pace. Self-paced instruction is a sub-type of continuous progress acceleration. Self-paced instruction is distinguishable from the more general continuous progress in that the student has control over all pacing decisions.
- 6. Subject-Matter Acceleration/Partial Acceleration:** This practice allows students to be placed with classes with older peers for a part of the day (or with materials from higher grade placements) in one or more content areas. Subject-matter acceleration or partial acceleration may be accomplished by the student either physically moving to a higher-level class for instruction (e.g., a second-grade student going to a fifth-grade reading group), or using higher-level curricular or study materials. Subject-matter acceleration may also be accomplished outside of the general instructional schedule (e.g., summer school or after school) or by using higher-level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.
- 7. Combined Classes:** While not, in and of itself, a practice designed for acceleration, in some instances (e.g., a fourth- and fifth-grade split room), this placement can allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later.
- 8. Curriculum Compacting:** The student's instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies

TABLE I.

TYPES OF ACCELERATION

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Early Admission to Kindergarten 2. Early Admission to First Grade 3. Grade-Skipping 4. Continuous Progress 5. Self-Paced Instruction 6. Subject-Matter Acceleration/Partial Acceleration 7. Combined Classes 8. Curriculum Compacting 9. Telescoping Curriculum | <ol style="list-style-type: none"> 10. Mentoring 11. Extracurricular Programs 12. Correspondence Courses 13. Early Graduation 14. Concurrent/Dual Enrollment 15. Advanced Placement 16. Credit by Examination 17. Acceleration in College 18. Early Entrance into Middle School, High School, or College |
|--|---|

of curricula. The parsing of activities and goals should be based on pre-instructional assessment.

9. **Telescoping Curriculum:** Student is provided instruction that entails less time than is normal (e. g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in that time saved from telescoping always results in advanced grade placement. It is planned to fit a precise time schedule. Curriculum compacting, on the other hand, does not necessarily advance grade placement.
10. **Mentoring:** A student is paired with a mentor or expert tutor who provides advanced or more rapid pacing of instruction.
11. **Extracurricular Programs:** Students elect to enroll in coursework or after school or summer programs that confer advanced instruction and/or credit.
12. **Correspondence Courses:** The student enrolls in coursework delivered outside of normal school instruction. Instruction may be delivered traditionally by mail, but increasingly other delivery mechanisms such as Internet-based instruction and televised courses are used.
13. **Early Graduation:** The student graduates from high school or college in three-and-a-half years or less. Generally, this is accomplished by increasing the amount of coursework undertaken each year in high school or college, but it may also be accomplished through dual/concurrent enrollment (see below) or extracurricular and correspondence coursework.

14. **Concurrent/Dual Enrollment:** The student takes a course at one level and receives credit for a parallel course at a higher level (e.g., taking algebra at the middle school level and receiving credit at both the middle school and the high school level or taking a high school chemistry course and receiving credit for a university course upon successful completion).
15. **Advanced Placement (AP):** The student takes a course (traditionally in high school) that will confer college credit upon successful completion of a standardized examination.
16. **Credit by Examination:** The student is awarded advanced standing credit (e.g., in high school or college) by successfully completing some form of mastery test or activity.
17. **Acceleration in College:** The student is awarded an advanced level of instruction at least one year ahead of normal. This may be achieved with the employment of other accelerative techniques such as dual enrollment and credit by examination or by determination of college teachers and administrators.
18. **Early Entrance into Middle School, High School, or College:** The student completes two or more majors in a total of four years and/or earns an advanced degree along with or in lieu of a bachelors degree.

Algebra Lesson

Solve for x. Please show your work.

1.) $3x+2x=10$

2.) $4x+2x=x+x+20$

3.) $3x+5=x+19$

4.) $2(3x+1)=x+22$

5.) $10+10+4=x+x+x+x$

6.) $3x+4=2x+7$

7.) $5x+2=3x+12$

8.) $2x+1+x+4=x+16+x$

9.) $5x-3x+x+8=2x+1+x+x$

10.) $2(x+4)=x+10$

Beginning Assessment Test

A. Recognizing Prepositions

Insert a preposition to complete each sentence.

1. I went _____ the store.
2. She set the box _____ the table.
3. This book is _____ cats.
4. Daddy drinks a cup of coffee _____ the morning.
5. Annie wrote a letter _____ me.

B. Prepositional Phrases

Underline each prepositional phrase.

1. Candace went into the house.
2. She lives in California.
3. Mother likes going to the art galleries.
4. Barbara arrived during lunch.
5. Jonathan rode his bike up the hill.
6. The boy from Ireland spoke to our class.
7. The story about the monkey was my favorite.
8. The history of Oregon is very interesting.
9. I saw Jane at the supermarket.
10. They rode like the wind.

C. Conjunctions

Underline each conjunction.

1. Bob and Dan are brothers.
2. I exercise two or three times a week.
3. He likes the red car, but I like the white one.
4. The mailman comes whether it is raining or not.
5. He wanted to come, but he didn't have time.

D. Interjections

Underline the interjections in each sentence.

1. Wow! Did you see that?
2. "Gee," she said, "I didn't know he was coming."
3. My oh my! What a mess!
4. Ouch!
5. Stop! That hurt.

New Republic Unit Pretest and Independent Study

For the New Republic unit you will have the opportunity to do independent research and create a product, if your score on a pretest before the unit begins is satisfactory.

Students who score a 90 or above on the unit pretest may elect to conduct independent research on a topic related to that unit and create a product and/ or presentation for all the grades on that unit. Topics and products will be chosen by the student with teacher approval.

Objectives for the unit:

- 8.5B Summarize arguments regarding protective tariffs, taxation and the banking system during Washington's presidency.**
- 8.5B Analyze the historical significance of Hamilton's economic plan.**
- 8.5A Explain major domestic and economic problems faced by the leaders of the new republic and describe solutions enacted by Washington and Jefferson.**
- 8.5C Explain the origin and development of political parties in the new republic**
- 8.5E Explain the foreign policies of Washington and Adams and explain the impact of Washington's farewell address.**
- 8.18B. Describe the conflict arising over the issue of states rights addressed in the Kentucky and Virginia Resolutions**

Use Chapter 9 pages 274-293, as a resource to prepare for the pretest.

The pretest will be Tuesday, January 5, 2006.

Name _____ Period _____

The New Republic Pretest

8.5A Explain major domestic and economic problems faced by the leaders of the new republic and describe solutions enacted by Washington

What challenges did George Washington face because he was the first man to serve as president? How did he approach these problems?

Name three men appointed to the first cabinet and the office each held.

What caused the Whiskey Rebellion? How did Washington respond to it?

What was the major effect of the Whiskey Rebellion?

Explain the acts passed by Federalists in Congress in response to opposition during Adams' presidency.

8.5B Analyze the historical significance of Hamilton's economic plan

What was the major economic problem faced by the nation in 1789?

Explain in at least one sentence each the three steps in Hamilton's economic plan. Include how each step would solve existing problems.

8.18B. Describe the conflict arising over the issue of states rights addressed in the Kentucky and Virginia Resolutions

What caused the Kentucky and Virginia Resolutions? Who wrote them? What did they say?

8.5C Explain the origin and development of political parties in the new republic

What caused the first political parties to develop?

What were the first political parties? Who lead each?

List three beliefs of each party

The new nation benefited greatly from the leadership of men like George Washington, Alexander Hamilton and John Adams. Which of these three men made the most important contribution to the new nation? Justify your answer in a well written paragraph below.

Pre-Assessment Evaluation Criteria

Name of the Pre-Assessment: _____

Content Area: _____ Unit/Topic: _____

Grade Level: _____

Author(s): _____

Criteria	Yes	No	Explanation
1. Does it cover the TEKS covered in the unit?			
2. Is it comprehensive but not overwhelming?			
3. Does it clearly show which students have already mastered the content?			
4. Is it quick?			
5. Is it easy to use?			
6. Does it include open ended questions?			

Tic-Tac-Toe Menu

Topic: _____

Timeline: _____

2-5-8 Menu

Topic: _____

Timeline: _____

2 Points	
5 Points	
8 Points	

Name: _____

AUTHENTICATION



I chose to authenticate _____

I wanted to verify _____

Source 1	Source 2	Source 3

Other sources I reviewed.

My topic WAS or WAS NOT verified. Summarized findings: _____

Resources

Texas Association for the Gifted & Talented (TAGT)

www.txgifted.org

Texas State Plan for the Education of Gifted/Talented Students

<http://www.tea.state.tx.us/index2.aspx?id=6420>

Hoagies Gifted

www.hoagiesgifted.org

Institute for Research & Policy on Acceleration (Belin Blank Center)

www.accelerationinstitute.org

Davidson Institute for Talent Development

www.davidsongifted.org

Supporting Emotional Needs of the Gifted (SENG)

www.sengifted.org