

PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED/TALENTED

CONTENT

- Present content that is related to broad-based issues, themes or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related and mutually reinforcing experiences within an area of study
- Allow for the in-depth learning of a self-selected topic within the area of study

DIFFERENTIATE CONTENT BY:

- ◆ **Compacting**
- ◆ **Interest-based minilessons**
- ◆ **Multi-level computer programs**
- ◆ **Multiple texts**
- ◆ **Multiple supplementary materials - Resource Based Learning**
- ◆ **Small-group direct instruction**
- ◆ **Varied graphic organizers to support reading comprehension**

PROCESS

- Develop independent or self-directed study skills
- Develop productive, complex, abstract, and/or higher level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills and higher level thinking skills into the curriculum

DIFFERENTIATE PROCESS BY:

- ◆ **Tiered activities**
- ◆ **Learning contracts**
- ◆ **Varied journal prompts**
- ◆ **Activity choice boards**
- ◆ **Multilevel learning centre tasks**
- ◆ **Similar readiness groups**
- ◆ **Mixed readiness groups with targeted roles for students**
- ◆ **Student choice of work arrangement (e.g. work alone or with partner, sit on floor or at a desk)**

PRODUCT	<ul style="list-style-type: none"> • Encourage the development of products that challenge existing ideas and produce “new” ideas • Encourage the development of products that use new techniques, materials and forms
<i>DIFFERENTIATE PRODUCT BY:</i>	<ul style="list-style-type: none"> ◆ Independent study ◆ Interest-based investigations ◆ Student choice of mode of demonstrating learning ◆ Tiered products
EVALUATION	<ul style="list-style-type: none"> • Encourage the development of self-understanding, i.e. recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others • Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments
<i>DIFFERENTIATE EVALUATION BY:</i>	<ul style="list-style-type: none"> ◆ Varied rubrics ◆ Criteria for success generated by or for individuals ◆ Peer evaluation ◆ Group evaluation ◆ Self-evaluation