EPSY 6770: Curricular Options for High Ability Learners
University of Connecticut
Summer, 2018
Monday, June 25th-Friday, July 6th

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Appointments:	**Personal conferences should be arranged with the instructor.**
Semester Hours:	**3**
Class Meetings:	**M-F (1:10-5:30 p.m.)**
Room:	**Gentry 140**
Course Website:	**https://sites.google.com/site/epsy6770/home**

I. Course Overview:

The major purpose of this course is to study the theoretical and practical aspects of curricular experiences for gifted and talented students. The course has been designed to familiarize educators with the various theories, principles, and models of curriculum development for gifted and talented students. A variety of curricular models will be explored, including *The Multiple Menu Model*, which will be used as a framework for developing differentiated and defensible curriculum for gifted students. Additionally, the class will explore curriculum modification techniques, methods and materials for enrichment learning, assessment strategies, methodological resources, and teacher collaboration techniques that support the principles underlying curriculum differentiation. As a final project each student will choose a content area-ology or ography and design a comprehensive unit following the guidelines of the *Multiple Menu Model* and aligned with the appropriate state standards or Common Core State Standards (CCSS). Students taking this course will want to begin collecting instructional unit ideas, supporting curricular materials, state standards, and a listing of any how-to books that can be used to design an instructional unit using the MMM framework.

II. Required Texts:

There are three assigned texts for this course. A series of article reprints will available online to extend the understanding of other curricular issues.

Renzulli, J. S., Leppien, J. H., & Hays, T. S. (2000*). The multiple menu model: A practical guide for developing differentiated curriculum*. Waco, TX: Prufrock Press. http://www.prufrock.com/The-Multiple-Menu-Model-A-Practical-Guide-for-Developing-Differentiated-Curriculum-P1820.aspx

Tomlinson, C. A. (2014*). The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. E., Strickland, C. A., Imbeau, M. B. (2009). *The parallel curriculum: A design to develop learner potential and challenge advanced learners,* (2nd ed.). New York, NY: Corwin Press.

Optional Texts:

First in a new series of units based on the Multiple Menu Model:
Murdock, A. (2006). *Real patriot games: A unit of study of intelligence and espionage based on the multiple menu model.* Waco, TX: Prufrock Press.

III. Course Objectives:

Curriculum Design for Advanced Learners

By the end of the course, students should be able to know, understand, and be able to:

Understanding 1: *Curriculum design is reflective of how content, process, and product are organized.*

Guiding Questions:
- How are content, process, and product defined and related?
- How does the curriculum (content, process, and product) for advanced learners differ from the curriculum for all learners?
- What criteria are used to determine the merit of existing curricular units?

Objectives: As a result of this course, students will be able to:
1. Define and explain what is meant by the content, process, and product of a specific curricular unit.
2. Identify the content, process, and product used in a specific unit.
3. Analyze the content, process, and product in a variety of resources and judge the appropriateness for advanced learners.

Understanding 2: *Curricular units are designed around a discipline's principles, key concepts, methodologies and process skills.*

Guiding Questions:
- How is existing curriculum modified or adapted to address the unique needs of advance learners?
- How are a discipline's principles, concepts, methodologies, and process skills located and identified for specific instructional lessons or units?
- How are instructional activities designed to engage the learner in the development of expertise within a discipline?

Objectives: As a result of this course, students will be able to:

1. Use a curriculum framework for designing a unit for advanced learners based on a discipline's principles, concepts, methodologies, and process skills.
2. Analyze and apply the underlying theory, principles and components of the Multiple Menu Model.
3. Understand the theoretical literature, principles, and practical applications of various curriculum theories and models as applied to gifted education.

Instructional Strategies for Addressing the Needs of Advanced Learners

Understanding 3: *A variety of instructional strategies are used to address the varying needs of students (e.g., learning styles, needs, abilities, interests).*

Guiding Questions:

- How do you select instructional strategies to ensure students' understanding?
- How are instructional strategies modified and adapted for advanced learners?
- What classroom organization (e.g., grouping format) and management (instructional pacing, acceleration) must be made to ensure the appropriate delivery of instruction?
- What other service options need to be available for students with existing above grade level understanding?

Objectives: As a result of this course, students will be able to:

1. Use a variety of instructional strategies for creating varied learning experiences for advanced learners.
2. Identify classroom organization and management strategies that support the implementation of an instructional unit for advanced learners.
3. Identify service options for advanced learners with above grade level understanding.

Assessment for Advanced Learners

Understanding 4: *Assessment is the on-going process of documenting evidence of existing and acquired student understanding.*

Guiding Questions:

- How is assessment tied to student understanding?
- What are reliability and validity and how do they relate to student assessment?
- What kinds of student assessments are used to document existing and acquired understanding?
- How do you design instruments (e.g., qualitative and quantitative formats) that provide reliable data and allow for valid inferences about student understanding?
- How are assessment data recorded and managed?
- How are assessment data reported?

Objectives: As a result of this course, students will be able to:

1. Evaluate a variety of assessment options and determine the type of evidence provided by each assessment option (e.g., what does this say about the level of student understanding).

2. Use an assessment framework to design a variety of assessment techniques for documenting student understanding.
3. Consider the implications of classroom organization and management strategies on the implementation of a variety of assessment strategies.
4. Describe how student assessment options are aligned with a specific instructional unit.

NAGC-CEC Teacher Knowledge and Skills for Gifted and Talented Education Standards Addressed

Standard 3: Curricular Content Knowledge

3.1	Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.
3.2	Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
3.3	Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
3.4	Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

Standard 4: Assessment

4.4	Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.
4.5	Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.

Standard 5: Instructional Planning and Strategies

5.1	Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
5.2	Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.
5.4	Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

Standard 6: Professional Learning and Ethical Practice

6.2	Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

Standard 7: Collaboration

7.1	Beginning gifted education professionals apply elements of effective collaboration.
7.2	Beginning gifted education professionals serve as a collaborative resource to colleagues.

IV. Course Requirements:

The approach to be used for meeting the course objectives is a combination of reading assignments, reflections and class discussions on the assignments, independent work, group project and presentation, and analysis of several curriculum models. See the schedule for assignments and class topics.

Several assignments are required of this course:

- Participate in class discussions about course readings and topics.
- Review and provide constructive feedback to colleagues on their draft MMM course assignments.
- Analyze the elements and parallels of the *Parallel Curriculum Model* (PCM).
- Develop a presentation that defines, describes and teaches a differentiation strategy that can be used within a unit of instruction (hopefully the one you're writing for this class). Your presentation will be shared with your colleagues so that you have several presentations in your files that you can use for professional development within your school.
- Develop a curricular unit based on an -ology or -ography of your choice. Because this is the emphasis of this class, the assignment is broken down into several steps with opportunities for instructor and peer feedback on drafts prior to the submission of your final product. The components of The Multiple Menu Model will be used to develop the unit. You are encouraged to copyright your original material and to consider publishing your unit. If you choose to publish, you will need permission to include any material you have used from other copyrighted sources. The National Association for Gifted Children does have an annual award for curriculum units in a variety of areas. More information is available at http://www.nagc.org.

V. Course Assignments:

The following list describes each of projects that will be completed during this summer course. Please see **Course Assignment Guidelines/Rating Scales** to guide the quality of your assignments in **Section IX** of this syllabus.

Analysis of the Parallel Curriculum Model: (25 points)-While this course focuses on the development of a Multiple Menu Model unit, this task will have you to work in Jigsaw teams to compare and contrast the differences and similarities of the four parallels in the *Parallel Curriculum Model (PCM)* that has been used in the field of gifted education to design high quality curriculum. You will briefly analyze the tenets of each of the PCM parallels, make comparisons between them, and make recommendations for how these parallels could be used as we consider curriculum for advanced learners. **Due Date: Friday, June 29th**

DRAFT and Revised Unit Design Charts and Templates: (20 points)-Prior to the writing of your instructional unit, you will create a series of charts and templates to identify the learning targets and

to plan for the sequence of your lesson plans. You will create a "Knowledge Tree" for your instructional unit and a series of charts to design the initial "curricular framework" for your unit. When you first submit templates and charts that are created throughout the course, they are considered DRAFTS until your instructor and colleagues have offered feedback and revision recommendations. **Due Date: Monday, July 2nd**

Differentiation Strategies: Being the Expert: (15 points)- You will select from several instructional strategies that can be used to differentiate curriculum to meet the diverse needs of your students. Use PowerPoint, Word or other software to develop a presentation that defines the strategies you select and create learning tasks using these strategies that could be incorporated into your instructional unit. These presentation materials will be shared with your colleagues so they have examples to include in their future presentations. **Due Date: Tuesday, July 3rd**

Curricular Unit: (40 points)-This assignment becomes a labor of love! You will select a discipline or field of study to develop a curricular unit using the menus of the Multiple Menu Model. This unit includes four sections of activities designed to introduce students to an overview of the discipline's structure, principles and concepts, methodological experiences that practicing professionals use to explore the discipline, and specific topics that best represent the field of study. Classroom teachers are encouraged to develop a unit that they can implement in their classroom with their high ability students. In this case, your draft lessons might form the top tier of a series of assignments or the lessons could be differentiated to use with all students.

If you are taking this course as a curriculum coordinator, parent, administrator, etc., and don't have access to a classroom setting, you are encouraged to develop an enrichment unit that might be implemented as a pull-out or as an after-school/Saturday program. Some of these units have ended up being used in multiple classrooms in a district as replacements or extensions to exiting curriculum. **Due Date: Friday, July 6th**

Your curricular unit should include:

- a title page for your instructional unit;
- a brief abstract stating the importance of this unit of study;
- a copy of your Knowledge Tree;
- a listing of your principles, concepts, methodologies, and student inquiries framework;
- the four sections of the unit are used to design student activities that enhance a student's knowledge of the selected field of study;
- lesson plans for each section of your unit;
- assessment strategies for evaluating student learning; and
- a listing of pertinent reference materials for both teachers and students (don't forget how-to books) using APA format.

VI. Due Dates and Late Policy:

All course due dates are identified in the course schedule. Unless there are unavoidable circumstances, assignments will be assessed a 5% penalty for each day late. Recognizing that there are occasional professional and personal issues that can impact the timeliness of assignments,

please simply notify the instructor when this has occurred so that plans can be made accordingly. The instructor reserves the right to change the syllabus as the course progresses. All changes will be communicated in class.

Grading Scale:

In class, you will complete the drafts of the curricular framework, analysis of the PCM, presentation, and creation of differentiation tasks prior to leaving campus, and some of you will complete the writing of your instructional unit. This unit must be completed by August 1, 2018 otherwise the course will be marked as an incomplete.

97-100	A+	83-86	B
93-96	A	80-82	B-
90-92	A-	77-79	C+
87-89	B+	73-76	C

VII. Schedule of Class Meetings, Topics, and Due Dates

Class Meeting Date and Readings	Topics	Discussion Questions
Monday, June 25th **Readings: In-Class** Articles: Leppien, J. H. (2014). So what makes curriculum different for highly capable students? Recommendations worth considering. *Curriculum in Context, 40* (1), 7-12. Tomlinson, C. A., & Germundson, A. (2007). Teaching as jazz. *Educational Leadership, 64*(8), 27-31. Tomlinson, C. A. (2007). What it means to teach gifted students well. Retrieved from http://www.nagc.org/resources-publications/gifted-education-practices/what-it-	• Introduction and course overview/Addresses and Internet • Course readings/assignments • Your experience with curriculum development and writing • Concerns, areas of interest, managing the assignments • Know your ologies/ographies- what is the purpose of a discipline? • Historical and current perspectives of curriculum development **Rationale and Overview of the Multiple Menu Model** • Theoretical framework, grandtour of the components, specifics of the model (Structure and Elements) • Understanding the Structure of a Discipline (Learner.org video)	1. What are your curriculum planning experiences? 2. How do standards assist the curriculum writer? 3. If you were trying to develop more expertise in a subject area with a group of students, what would you have to do to the content, process, and product? 4. What disciplinary field does your topic represent? How do these disciplinarians work? What skills do they use? What content do they use? What products do they create? What questions do they pursue?

means-teach-gifted-learners-well Tomlinson, C. A. (2010). Quality curriculum and instruction for highly able students. *Theory into Practice, 44*(2), 160-166.	• Getting started with the Knowledge Tree and the "Curricular Framework" • Organization of the instructional unit/writing strategies • Designing your own graphic organizer Going to the library tomorrow….	

Class Meeting Date and Readings	Topics	Discussion Questions
Tuesday, June 26th **Readings: The Multiple Menu Model** (Foreward, Introduction, Chapter 1, appendices, and lesson plan templates) **The Parallel Curriculum** (Chapter 1) **Assignment**: Come with an idea for a unit topic.	• Tour of the library (1:15-5:30-Library-Electronic Classroom, Level 2) • Developing the Knowledge Tree and gathering information about a discipline's location, definition, and organization. • Gathering information about the discipline's principles and concepts, and methodological skills. • Gathering information about a discipline's essential questions.	1. How would the Knowledge Tree be helpful to students? 2. How would we make the Knowledge Tree user friendly for students? 3. How could we introduce students to a discipline to introduce the topic under study? 4. How does disciplinary knowledge assist the curriculum writer? 5. Why would it be important for advanced level students and their teachers to understand the structure of a discipline?

Class Meeting Date and Readings	Topics	Discussion Questions
Wednesday, June 27th **Readings: The Multiple Menu Model (**Chapters 2-3) Webpage: Under "articles" read Ward and Passow (1994), Putting Understanding Upfront, and What Teaching for Understanding Looks Like.	• Principles of curriculum differentiation in gifted education • Theories underlying the Multiple Menu Model • Contributions of Jerome Bruner, A. Harry Passow, Philip Phenix, Virgil Ward, Sandra Kaplan, Albert Bandura, Benjamin Bloom, William James, Alfred North Whitehead, and others	1. What do you want the students to be know (content), understand (concepts, principles), and able to do (process and methodological skills) to uncover the "big ideas" of your unit of instruction? 2. What essential questions (perplexing, enduring) can you structure your unit around?

Look at the copies of Knowledge Trees in your book. Use these as a guide to help you construct your own. See Webpage for more examples. Webpage: Scan "principles and concepts" section. Also look through the sample unit to get a feel for the writing of these units, particularly the framework. **Assignment Due:** Bring your Knowledge Tree sketch to class.	**Specifics of the "Knowledge Menu"** • **Location, Definition, Organization (See template)** • Sample lessons and "Knowledge Trees" **Basic Principles and Functional Concepts** • Using state, CCSS or Next Generation Science Standards to identify essential understandings, knowledge, and skills • Examples of principles and functional concepts • Turning principles and concepts into student inquiries- Creating the "curricular framework".	3. How can standards be used to identify a discipline's principles, concepts, and process skills? 4. How will you pretest the students? 5. How will you introduce the unit and get students hooked on the learning?

Class Meeting Date and Readings	Topics	Discussion Questions
Thursday, June 28th **Readings: The Multiple Menu Model** (Chapter 3, 4) **The Parallel Curriculum** (Chapter 3, 6) Webpage: Under "Articles" read *"What Makes a Problem Real"* and under "Methodologies" read Schack-*Methodologies of the Disciplines: A Key to Differentiated Education for the Gifted* Schack-*Experts-in-a-Book: Using How-to Books to Teach the Methodologies of Practicing Professionals*	Introduction to **Knowledge about Methodology** • What is a discipline's methodologies • Useful how-to books • Evaluation of how-to books (criteria) • Sample methodological lesson **Enrichment Triad Applications** • Using the Enrichment Triad Model for curriculum planning (Type I, II, III) • The use of independent studies • What makes a problem real? • Research methodologies Introduction of **Knowledge of Specifics** • Selecting representative topics	1. What is a methodological reference book? 2. What methodological skills are to be used by the students? 3. How can how-to books help you to develop authentic methodological skills? 4. The purpose of methodological skill training. 5. How will students be engaged in the work of the practitioner/scholar and do the work that approximates their work? 6. How is the methodological section of MMM like Type III and Enrichment Clusters concepts? 7. How do the instructional techniques menus assist a curriculum writer?

Assignment Due: Begin working on identifying the principles, concepts, methodological skills for your unit. Bring the draft of this framework to class today.	• How to locate lesson ideas that represent an application of principles, concepts, and methodology Introduction to the **Instructional Techniques** **Instructional Objectives/ Student Activities Menu (See template)** • Revisiting Bloom's Taxonomy/Six Facets of Understanding • Application of Bloom to the Multiple Menu Model • Designing meaningful tasks that appeal to the imagination and promote cognitive processing. **Instructional Strategies Menu (See template)** • Definitions • The role of teacher and student • Brainstorming list and designing activity • Hilda Taba teaching strategies **Instructional Sequence Menu (See template)** ▪ What sequence will I use to enhance understanding? **Artistic Modification Menu (See template)** ▪ How do you build your talents into the unit? **Instructional Products Menu (See template)** • What are some of the ways students will provide evidence of understanding?	

	Tomorrow's Assignment-Read the PCM Chapter assigned to you and fill out your section of the chart. Bring to class on Friday.	

Class Meeting Date and Readings	Topics	Discussion Questions
Friday, June 29th **Readings: Multiple Menu Model** (Chapter 5) **The Parallel Curriculum** (Chapter 2 and your assigned chapter) **Assignment Due:** Bring PCM template to class and also "Curricular Framework" templates to work on.	**Introduction to the Parallel Curriculum Model** • Jigsaw project assignment using the rest of the chapters of the Parallel Curriculum Model (Core, Connections, Practice, Identity, Ascending Intellectual Demand) • Group time to complete this activity **View Sample Lessons** • View video examples • Biography Unit-Leppien	Today, you will meet with your group to discuss the various parallels and the types of curricular experiences that fit each parallel.

Class Meeting Date and Readings	Topics	Discussion Questions
Monday, July 2nd **Readings: Tomlinson** (Chapters 1-9) **Assignment Due:** Knowledge Tree, Curricular Template Webpage: Look under "Differentiation" for some examples. Differentiation Learning Center: https://sites.google.com/site/differentiationlearningcenters/	**Lesson Plan Template** • View a template for your instructional unit **Curriculum Differentiation** • What are the elements of differentiation? • How do you differentiate by interest, readiness, style and reconfigure the content, process, product? • Differentiation strategies (skills-focused instruction, concept-based instruction, curriculum compacting) • Exploring Internet possibilities ⇒ Technology-supported curriculum materials	Why differentiate instruction for your students? What differentiation strategies can you build into your unit of instruction? How will you plan for differentiation regarding student interest, readiness, and style, and then content, process, product?

DifferentiationCentral http://differentiationcentral.com/videos/ Byrdseed http://www.byrdseed.com	• Process or skill models that can be used within the curricular unit ⇒ Creative Problem Solving ⇒ Future Problem Solving ⇒ Junior Great Books ⇒ Philosophy for Kids ⇒ Talents Unlimited ⇒ DeBono's CoRT ⇒ A specific discipline's thinking skills **Digital Center Activity** Using the resources provided, you will explore a variety of differentiation strategies that can be used within an instructional unit. You will select a couple of strategies for use in your unit and design the learning tasks as examples to share with your colleagues. You will send these examples to me so I can share them with your colleagues. • Differentiation strategies ⇒ Tiered Assignments ⇒ Anchoring Activities ⇒ Cubing ⇒ Learning contracts ⇒ Choice Boards ⇒ RAFT ⇒ Pretesting • **Joe-Multiple Menu Model/Third year assignments** • **Review of Lesson Plan templates-organizing the sequence of the unit.**	

Class Meeting Date and Readings	Topics	Discussion Questions
Tuesday, July 3rd **Readings:**	Present your example of differentiation to your assigned group.	What performances do you expect from your students as they "uncover" the principles and

Marzano, Pickering, and McTighe (1993) *Assessing Student Outcome, Performance Assessment Using the Dimensions of Learning Model* **Webpage:** Look under "Assessment" for other ways to assess students in your unit. **Webpage: Under "Assessment" read** *(The Horse Before the Cart: Assessing for Understanding)* **Assignment Due: Differentiation Presentation** **Drafts of Lessons**	**Assessment Strategies** • Levels of analysis in curriculum evaluation • Evaluation and assessment strategies • Portfolios, rubrics, problem-based activities, performance assessment, products, essays • Designing your own assessment for your curricular unit. • Assessing concepts, principles and building this into your unit of instruction. **Your Role in Curricular Development as an Enrichment Specialist** ▪ Leadership roles in curriculum development for enrichment learning and teaching ▪ Understanding the role of collaboration, mentoring, peer coaching, and teaming ▪ Staff development support ▪ Effective strategies for supporting colleagues ▪ Meeting student differences within the school structure, providing a continuum of services ▪ (Grouping practices, mentorships, apprenticeship programs, service-learning opportunities, dual course enrollment, curricular policy) ▪ What are the types of responsibilities required of gifted education specialists in the field regarding curriculum development?	concepts of your instructional unit? How will these performances be assessed? How might you guide their performance? Working together in the school setting to facilitate strategies for meeting the needs of advanced learners.

Wednesday, July 4th: No Class

Class Meeting Date and Readings	Topics	Discussion Questions
Thursday, July 5th **Readings:** None	**Planning the Scope and Sequence of Curriculum for Advanced Level Students** • Individual instructional plans for advanced level students • Scope and sequence district plans • Acceleration policies, compacting policies, early entrance policies, etc. • Performance Standards for Gifted Students (see Texas) • Developing Scholars-Early Intervention Programs (see Fairfax County) **MMM Curriculum Unit Work** • Individual Conferences • Unit feedback and support	1. How does your district organize the scope and sequence of curricular standards for advanced students? 2. How do you wrestle with standards, yet provide opportunity for creative productivity, such as Type III? 3. An idea worth pursuing—developing scholars and giftedness along the way….

Class Meeting Date and Readings	Topics	Discussion Questions
Friday, July 6th **Readings:** None **Assignment Due: Working/Submission of your instructional unit.**	**Catch-Up Day☺** **Final Evaluation/Conference Sessions:** Today you will be working on your units of instruction. Please bring everything that you wish to work on for your unit. Times will be established to have you meet with me to discuss your unit.	None

VIII. Selected Bibliography

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Renzulli, J. S., Gubbins, E. J., McMillen, K. S., Eckert, R. D., & Little, C. A. (Eds). (2009). *Systems and models for developing programs for the gifted and talented* (2nd ed.). Waco, TX: Prufrock Press.

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass.

Tishman, S., Perkins, D. P., & Jay, E. (1994). *The thinking classroom: Learning and teaching in a culture of thinking.* New York, NY: Pearson.

Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids.* Alexandria, VA: Association for Supervision and Curriculum Development.

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Tomlinson, C. A., Kaplan, S. N., Purcell, J. H., Leppien, J. H., Burns, D. E., & Strickland, C. A. (2005). *The Parallel Curriculum in the classroom: Essays for application across the content areas, K-12*. Thousand Oaks, CA: Corwin Press.

Tomlinson, C. A., Kaplan, S. N., Purcell, J. H., Leppien, J. H., Burns, D. E., & Strickland, C. A. (2005). *The Parallel Curriculum in the classroom: Units for application across the content areas, K-12*. Thousand Oaks, CA: Corwin Press.

VanTassel-Baska, J., & Stambaugh, T. (Eds.) (2005). *Comprehensive curriculum for gifted learners* (3rd ed.). New York, NY: Pearson.

IX. Course Assignment Guidelines/Rating Scales

DRAFT Unit Design Charts and Templates: (20 Total Points)
The following templates will be designed and submitted for feedback for revision by the course instructor. Each template or chart is worth 5 points.

Knowledge Tree
Curricular Frameworks (Principles and Concepts and Student Inquiries Chart)
Curricular Frameworks (Methodologies Chart)
Curricular Framework (Representative Topics Chart or Outline)

Points	Description
4-5 points	The chart indicates that the student has a complete understanding of the content that needs to be included in the chart description. The student has provided a chart that is accurate, complete, and fills all the requirements of the task. Necessary support and or examples are included, and the information is clearly written or designed. Content revisions have been accepted to produce a more accurate reflection of the chart's or templates purpose.
2-3 Points	The response indicates that the student has a partial understanding of the content included on the chart. The student has provided a chart that includes information that is essentially correct, but the information lacks clarity in how it is designed or written. Some of the support and/or examples and requirements of the task may be incomplete. Content revisions have not been given consideration to produce a more accurate reflection of the chart's or templates purpose.
0-1 Points	The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task and course feedback for revision purposes.

Being the Expert Scoring Guidelines: (15 Total Points)

Being the Expert Criteria	Points Available	Points Earned
Differentiation strategy clearly identified—what is it, how does it provide for differentiation?	**5 points**	
Strategy applications presented—when/how/might this strategy be used in the classroom?	**5 points**	
Created activities align to knowledge, understanding, or skill target(s).	**5 point**	
Total Points	**15 points**	

Analysis and Comparison of PCM Rating Scale: (1-25 Total Points)

Above Standard	Analyzes the characteristics that provide a means for successfully comparing one PCM parallel to another so that the comparisons made will inform others about the critical similarities or differences between the parallels. These criteria are then used to accurately describe and explain interesting ideas and conclusions that resulted from these comparisons.
Standard	Analyzes characteristics to compare PCM parallels, some of the characteristics do not inform others about how the various parallels compare or the criteria and the characteristics of the parallels are somewhat randomly explained and create difficulties in making comparisons.
Below Standard	Inappropriately analyses characteristics that help to identify differences between the PCM parallels. Significant errors exist in the description of how the parallels are the same or different.

Evaluation of the Multiple Menu Model Instructional Unit (40 Total Points)

Your unit will be evaluated in a holistic manner that accesses the degree to which you attend to the overall structure and components of the Multiple Menu Model.

Knowledge of the Organization, Definition, and Location (1-5 Points)

- Students are introduced to the field of study in an interesting manner.
- Students are introduced to the focus of the unit by posing questions, sharing how researchers study this topic, and what this topic reveals to us as humans.

Knowledge of and about the Principles and Concepts (1-8 Points)

- The curriculum unit involves the teaching and learning of major concepts, principles, processes, or dispositions in a discipline or field.
- Students are invited to uncover these ideas by engaging in the work of the disciplinarian.
- The curriculum unit promotes active student involvement in the learning process.
- The curriculum unit challenges the high-achieving student (acceleration of instruction, in-depth study, high degree of complexity or autonomy, and/or requires the use of advanced processes or content).

Knowledge about and how of the Methodology (1-8 Points)

- The curriculum unit provides opportunities for the students to engage in the work of a researcher, solving problems, understanding phenomena, or solving perplexing questions.
- Inquiry should guide the development of sense-making activities so students can make sense out of the big ideas.

Knowledge of Specifics (1-3 Points)

- Applications and connections are made to other topics across time, culture, or ideas.
- Students are invited to apply their knowledge so that they might engage in related areas of study (i.e., gender in myth, cloning of plants as it relates to botany, etc.).

Instructional Techniques Menus (Varied uses of the Instructional Objectives and Student Activities, Sequence, Artistic Modification, Products, Instructional Strategies) (1-10 Points)

- The other instructional menus are used to design student activities at different performance levels.
- Objectives are clear and unambiguous.
- Throughout the unit, Socratic questions are used to guide students toward an understanding of the "big ideas."
- Strong alignment between objectives, assessment, teaching, and learning activities is evident.
- The format of the curriculum unit is explicit, well-sequenced, and easy to follow.
- The writer has provided opportunities for talent development in the discipline.
- Opportunities for varied student products are available.
- Related resources are varied and authentic.
- Varied instructional strategies are used within the unit of instruction.
- A student evaluation/assessment component is available. The unit includes a variety of on-going assessments to monitor and adjust instruction.
- The teacher has shared his/her personal interest in the unit. There is a little part of you and your artistic style within the unit plans.
- Closure activities in each lesson plan include an assessment of what students have come to understand about the concepts and principles of the unit through engagement with the tasks.

Unit Assessments (1-6 Points)

- A student evaluation/assessment component is available. The unit includes a variety of on-going assessments to monitor and adjust instruction.
- Unit assessments include pre, formative, and summative assessments. Assessment data are used to monitor student growth, provide student feedback, allow for student self-reflection, and differentiate content/ instruction. The assessments are well aligned with the unit objectives.

X. Student Responsibilities and Resources:

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources (http://ecampus.uconn.edu/policies.html), which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD, https://csd.uconn.edu). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from http://www.blackboard.com/accessibility.html)

Evaluation of Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE, https://oire.uconn.edu).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.