

Characteristics of Gifted Students
Identification of Gifted Students
Theory of Gifted Education and Gifted Programs
Reading: Teaching Gifted Kids in the Regular Classroom, Chapter 1
Growing up Gifted, Chapter 2

- Week 2: Foundations for Educating Gifted Learners
What Makes Good curriculum for Gifted Students?
Gifted Education Curriculum Models
Assessing Needs of Gifted Students
Reading: Teaching Gifted Kids in the Regular Classroom, Chapter 2
Growing up Gifted, Chapter 10
- Week 3: Curriculum Development
Theories of Curriculum Development
Backward Design
Real World
Integrating Disciplines with Process and Content
Reading: Articles provided by instructor
- Week 4: : Differentiating and Individualizing the Curriculum and Instruction for Gifted Learners
Components of a Curriculum Unit for Gifted Students
Higher Order Thinking and Questioning
Integration of Cognitive and Affective Learning in the Curriculum
Reading: Teaching Gifted Kids in the Regular Classroom, Chapter 2
Growing up Gifted, Pages 402-403, 409-410
- Week 5: Assessment
Performance Assessment
Grades
Work time
Reading: Teaching Gifted Kids in the Regular Classroom, see index, grades
Growing up Gifted, Pages 486-491
- Week 6: Compacting and Differentiation in the Regular Classroom
Grouping Students
Compacting
Contracts
Enrichment and Extensions
Reading: Teaching Gifted Kids in the Regular Classroom, Chapters 3, 4
- Week 7: Curriculum Development and Differentiation for Special Populations
Cultural Diversity
Gender Differences
Special Needs Gifted Students
Economically Disadvantaged Gifted Students
Reading: Teaching Gifted Kids in the Regular Classroom, pages 23-24
Growing up Gifted, Chapters 13, 14
- Week 8: Impacting the Learning of All Students
Planning Curriculum for All Students
Teacher Qualities
Share Units
Reading: Teaching Gifted Kids in the Regular Classroom, Chapter 9
Growing up Gifted, Pages 565-566

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of

Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): Growing Up Gifted: Barbara Clark (6th edition)
Teaching Gifted Kids in the Regular Classroom, Revised, Expanded, Updated Version), Susan Winebrenner

Supplemental Readings: (list and indicate how these are to be used) Articles shared by teacher

Audio-visual/other:

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Class presentation(s)
- b) Curriculum projects
- c) Class Participation

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.
None

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

Two Curriculum Projects: A curriculum unit developed for gifted learners
Differentiated, compacted, accelerated curriculum
added to an already developed classroom
curriculum unit.

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:
 - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.