

“Take your practice to the next level through innovation, real world application and creativity.”
PROGRAM BEGINS NOVEMBER, 2019

Each course comes complete with demonstration videos and strategy-ready lessons. Your program facilitator works closely with you to provide you coaching and feedback so you can adapt and differentiate these lessons for



REGISTRATION IS OPEN

bit.ly/DCC_Spring19

TUITION

Program Fee: \$2,000 per person. Groups of 5 or more receive a 10% discount.

LEARN MORE

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JOIN THE 2019-2020 COHORT NOW

Experience a face-to-face learning environment in which faculty and peers participate in scheduled class sessions each week.

Miss a class session? No problem. Access class videos and modules at your convenience, 24-hours a day, and receive personalized feedback via email and/or during online faculty office hours.



“What is differentiation?”

“What strategies are used to teach a differentiated curriculum?”

“What should teachers observe in relationship to student learning responses and outcomes of a differentiated curriculum?”



A CURRICULAR APPROACH: HOW TO DIFFERENTIATE CURRICULUM FOR GIFTED AND TALENTED STUDENTS

The Differentiated Curriculum for Gifted and Talented Students program uses the tenets of differentiated curriculum for gifted and high ability learners and encourages the spillover effect to improve the accessibility of academic rigor for all students. This program is intended for credentialed teachers, coaches, and administrators.

PROGRAM FEATURES

Created by Dr. Sandra Kaplan, USC Rossier Professor of Education and expert on gifted education, and facilitated by Dr. Jessica Manzone, this 8 month program is delivered online using a robust learning management system.

As part of this four-course program, you will receive

- actual differentiated curriculum in the form of lesson plans for each module of study;
- weekly coaching and personalized support;
- insights into contemporary ideas and issues in gifted education;
- strategies to become a teacher-leader and gifted advocate;
- 24-hour access to class content and asynchronous modules;
- a USC Certificate on Differentiated Curriculum.

This program does not discuss differentiation. It provides the lessons plans you need to apply differentiation in your classroom.

A unique feature of The Differentiated Curriculum for Gifted and Talented Students four-course program is the actual differentiated curriculum in the form of lesson plans that you will receive for each module of study.

The curriculum provided in The Differentiated Curriculum for Gifted and Talented Students four-course program consists of a series of lessons to be taught with the students in your classroom.

PROGRAM COURSES

COURSE 1 Critical and Creative Thinking Skills

This course introduces critical thinking skills within the core standards-based curriculum. Students will learn how to think divergently, value creatively and integrate creative skills with content skills.

COURSE 2 Dimensions of Depth and Complexity

This course introduces the prompts of depth and complexity. Students will learn to define different types of prompts used to provoke learner interest and attention. This course will also focus on the art and types of questioning and will guide students in applying these questions to different disciplines.

COURSE 3 Universal Concepts and Big Ideas

This course introduces and discusses universal concepts and big ideas, such as change, power and conflict. Students are provided with opportunities to make interdisciplinary connections between and across disciplines. This is one of the major goals inherent in a differentiated curriculum appropriately designed for gifted and high-ability learners.

CONTINUED ON NEXT PAGE

PROGRAM COURSES cont.

**COURSE 4
Independent Study**
This course takes students through the selection and completion of an independent study research project, including choosing a topic, developing research questions, conducting and organizing research, and presenting the findings.

ADDITIONAL COURSES
Two new courses that expand the understanding of differentiation.

**COURSE 1
Teaching the New Prompts of Depth and Complexity**
This course introduces students to the eight new prompts of depth and complexity and is implemented in a variety of lessons. These prompts will be associated with the old prompts and will be related to the CCSS and NGSS.

**COURSE 2
Differentiating the Common Core State Standards**
This course provides teachers with a set of lesson plans that operationalize the CCSS with the use of the California GATE standards. The lessons facilitate interdisciplinarity and emphasize the core curriculum subject areas across grade levels.

SAMPLE LESSON PLAN - PAGE 1

Course 1 – Unit 1: Lesson 1 Curricular Components (T/S + C + R/S + P)

Introduction: The curricular elements that can be modified to differentiate curriculum for gifted learners.

Implementation: The lessons to teach differentiated curriculum for gifted learners.

Reflection: Reporting effects of differentiated curriculum on motivation and achievement of gifted learners.

Objective: Students will develop the critical thinking skill of *PROVE WITH EVIDENCE* and apply the skill to topics across the disciplines.

MOTIVATION

- Discuss the interaction in this scenario with respect to the way the parent could answer the child's inquiry.

"Bring the umbrella," said the parent to the child.
"Why?" responded the child.
"It's going to rain," answered the parent.
"How do you know it will rain?"

- Introduce the concepts of "convincing," "validating," and "articulating" and how these concepts are related to the skill "prove with evidence"
- Inform student they will be learning how to perform the skill "prove with evidence."
- Identify situations and people that practice the skill "prove with evidence."

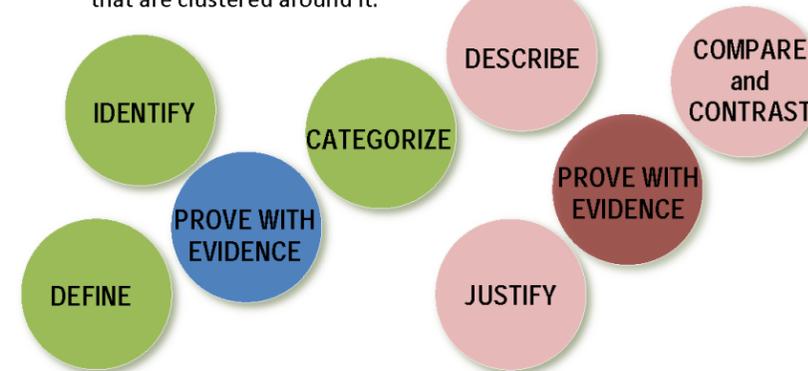
Use this chart as a collector for the exemplars.

Prove with Evidences	
Situations	People
1.	1.
2.	2.
3.	3.
4.	4.

SAMPLE LESSON PLAN - PAGE 2

INPUT4.

- Introduce students to these skill clusters. Ask students to define the relationships between the focus skill (*prove with evidence*) and the skills that are clustered around it.



Note that the skills that are clustered around the focus skill support, operationalize, and provide the proves to practice the skill: *prove with evidence*.

- Define the dispositions people have to possess or demonstrate in order to practice the skill "prove with evidence."
- Discuss how and why these disposition support or facilitate the practice of the skill.
 - Slow work
 - Cautious examination
 - Tedious action
 - Plodding behavior
- Define the adjectives states in the dispositions and provide alternative definitions for each note the **example**:
Plodding behavior → slow worker
Cautious examination → carefully looking at something
Tedious action → doing something over and over
- Relate the dispositions to situations and people that prove with evidence. Consider court cases, business meetings, as well as doctors, scientist, paleontologists, historians, etc.