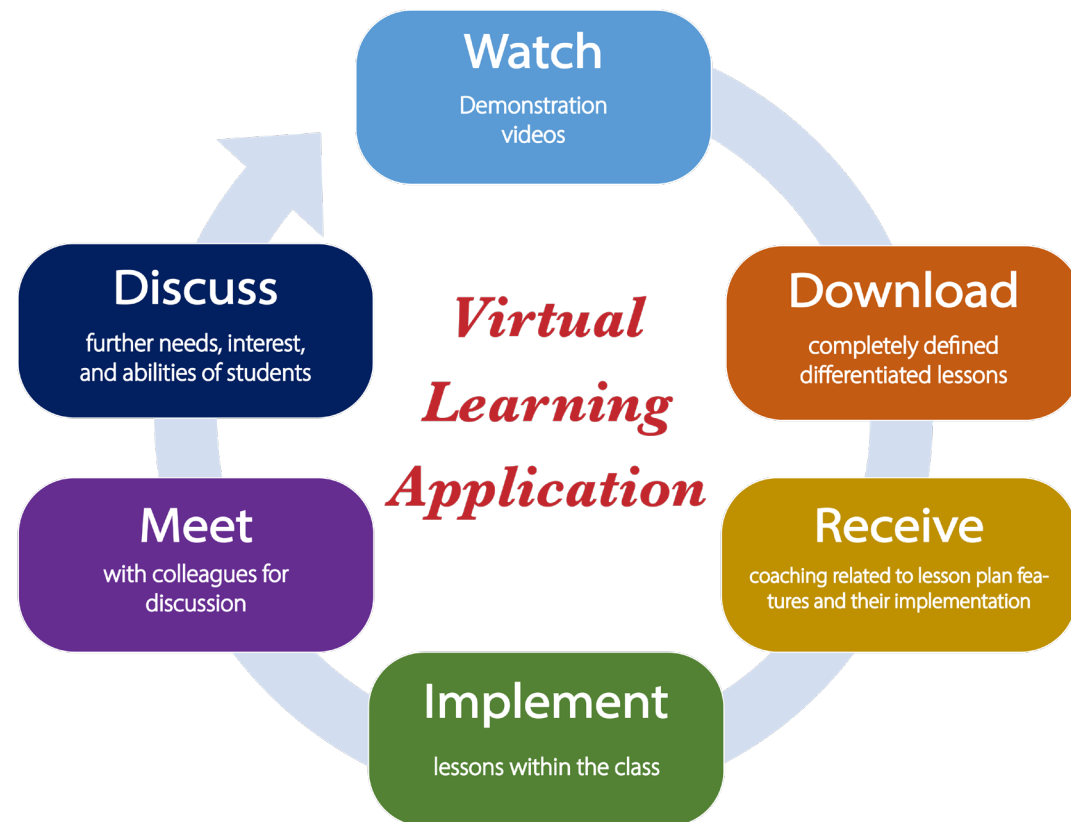


Differentiating Curriculum and Instruction for Cultural Relevance: Racial and Intellectual Equity

This course provides actual differentiated curriculum lessons for classroom application, demonstration videos, and meetings with the course instructor. This course individualizes for teacher participants with the same expectation that teacher's individualize for students.



A CURRICULAR APPROACH TO UNCOVER AND DEVELOP ABILITIES FOR STUDENTS OF DIVERSITY AND 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.

“What is Differentiation?”

- *Cultural Relevancy*
- *Intellectual Equity*
- *Identification Tool*
- *Social Emotional Learning*
- *Spillover Effect to All Learners*
- *Advancing the Core Curriculum*

JOIN THE 2020-2021 COHORT begins February 1st

Each course comes complete with demonstration video and strategy-ready lessons to be used in virtual as well as in-person settings. Videos to be used with teachers OR students to work independently to reinforce acceleration, depth, complexity, and novelty.

Experience a face-to-face learning environment in which faculty and peers participate in scheduled class sessions each week. The date and time of each weekly sessions will be determined by the cohort.



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.

- Weekly lesson plans and videos for you to use or plan OR to use with students in the classroom.
- Each of the focus lesson sets will include culturally relevant pedagogy curricular experiences, social and emotional development and the opportunity for all students to show their abilities.
- Course I - Critical and Creative Thinking
- Course II - Dimensions of Depth and Complexity
- Course III - Universal Concepts and Big Ideas
- Course IV - Independent Study

CEU CREDITS AVAILABLE

12 total units available

Course I - 3 units Course III - 3 units
Course II - 3 units Course IV - 3 units

\$420 for 12 units

CEU INFORMATION

CECILIA OLMOS
colmos@usc.edu

REGISTRATION IS OPEN

http://bit.ly/USC_dc21t

TUITION

Program Fee: \$1,250 per person.
Groups of 5 or more receive a 20% discount.

LEARN MORE

USC Rossier School of Education
JESSICA MANZONE
jmanzone@usc.edu

http://bit.ly/Diff_Curr

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

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.

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.