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.

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.

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.

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.

JOIN THE 2020-2021 COHORT
begins February 1st

“What is Differentiation?”

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

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

“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.

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

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

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SAMPLE LESSON PLAN - PAGE 1

COURSE 1 - Unit 1: Lesson 1
Curricular Components

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.

Objectives: 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.

<table>
<thead>
<tr>
<th>Situations</th>
<th>People</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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PROVE WITH EVIDENCE

Identify:

- Define the skills that are clustered around the focus skill support, operationalize, and provide the steps 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 dispositions 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: the example: Plodding behavior ⇒ slow worker; Cautious examination ⇒ carefully looking at something; Tedious action ⇒ doing something over and over; Slowness ⇒ being something over over

- Relate the dispositions to situations and people that prove with evidence. Consider court cases, business meetings, as well as doctors, scientists, paleontologists, historians, etc.

CONTINUED ON NEXT PAGE