Differentiated Curriculum

CHALLENGING HIGH END LEARNERS:
ADDRESSING OREGON
STANDARDS AND BENCHMARKS

SECTION IX
OVERHEADS FOR PRESENTATION

OREGON DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
TALENTED AND GIFTED
2003
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Planning to in-service teachers?  
This section of masters for overheads are for assisting in presenting Challenging High-End Learners: Addressing Oregon Standards and Benchmarks.
Differentiated Curriculum

CHALLENGING HIGH END LEARNERS: ADDRESSING OREGON STANDARDS AND BENCHMARKS

OREGON DEPARTMENT OF EDUCATION
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Differentiated Curriculum

VIABLE CURRICULUM DEVELOPMENT

- Collaborative Effort by Teams of Educators
- Critiqued by Multiple Audiences
- Revised Product
- Aligned to Standards

~Joyce Van Tassel-Baska
Curriculum options for gifted students should be pitched above their tested level of performance in order to promote growth in learning.

~Joyce Van Tassel-Baska
Curriculum options for gifted students should move them from concrete experiences to abstract conceptual ones.

~Joyce Van Tassel-Baska
Curriculum options for gifted students at all levels should represent work beyond the standards both in level and scope.

~Joyce Van Tassel-Baska
Strategies for Differentiated Curriculum

Curriculum options for gifted students should be delivered by individual facilitators who have education in the areas of study and/or have education in working with gifted learners.

~Joyce Van Tassel-Baska
Strategies for Differentiated Curriculum

Curriculum options for gifted students should be delineated in such a way that outcome expectations and assessment approaches are clear to both parents and students.

~Joyce Van Tassel-Baska
Curriculum options for gifted students should combine required and optional opportunities.

~Joyce Van Tassel-Baska
Curriculum options for gifted students should require collaborative and individual work products.

~Joyce Van Tassel-Baska
Curriculum options should provide an integrated framework for understanding by emphasizing the key ideas and themes, processes and skills that underlay all areas of study.

~Joyce Van Tassel-Baska
Strategies for Differentiated Curriculum

Curriculum options should stress critical and creative thinking in tandem.

~Joyce Van Tassel-Baska
Curriculum options for gifted students should offer opportunities for relevant applications and creative responses.

~Joyce Van Tassel-Baska
Curriculum options for gifted students should provide depth of understanding of a particular topic or concept.

~Joyce Van Tassel-Baska
Curriculum options for gifted students should move toward providing greater complexity and challenge.

~Joyce Van Tassel-Baska
Curriculum options for gifted students should reflect a world view of areas to be studied.

~Joyce Van Tassel-Baska
Strategies for Differentiated Curriculum

MIDDLE SCHOOL GIFTED

Create a blueprint for a house, using your understanding of scale. Construct a three dimensional model from your blueprint. Prepare a research paper and presentation to a local real estate agency to “sell” your original design, based on the history of architecture and how your design fits within it.

~Joyce Van Tassel-Baska
Differentiated Curriculum

DIFFERENTIATION FEATURES

Acceleration – Students are:
- Assigned fewer tasks to master standard of learning
- Assessed earlier or prior to teaching
- Clustered by higher order thinking

Complexity – Students:
- Use multiple higher-level skills
- Have additional variables to study
- Use multiple resources
## Differentiated Curriculum

### Depth – Students:
- Study a concept in multiple applications
- Conducts original research
- Develops a product

### Challenge – Students:
- Use advanced resources
- Use sophisticated content stimuli
- Make cross-disciplinary applications
- Make reasoning explicit
Creativity – Students:

- Design and/or construct a model based on principles or criteria
- Provided alternatives for tasks, products, and assessments
- Present oral and written communication to a real world audience
1. **Diagnostic** ↔ **Prescriptive**  
(Pitched above students’ tested level)

2. **Concrete to Abstract Conceptual Levels**

3. **Move towards Greater Complexity and Challenge**

4. **Reflect a World View of Areas to be Studied.**

5. **Depth of Understanding — Multiple Applications, Concepts**

6. **Relevant Application and Creative Responses**

7. **Creative and Critical Thinking — Always Both, Not Either/Or**
8. Integrated Framework for Understanding “Elements of Reasoning”

9. Combine Required and Optional Opportunities

10. Collaborative and Individual Opportunities.

11. Delineated Outcome Expectations and Assessment Approaches are Clear

12. Curriculum options for all levels should represent work beyond the standard both in level and scope.
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**Task Demand continued:**

**Questions:**

**Implementation Time:**

**Assessment/Scoring Guide:**

**Resources:**

**Academic Standards**

**Common Curriculum Goals:**

**Content Standards:**

**Benchmarks/Grade Level Standards:**

Refer to the Glossary in Section I Introduction for explanations of the components. Templates for TAG Plans are found in Section VII Standards, TAG Plan and Assessment.