Differentiated Curriculum

Challenging High End Learners: Addressing Oregon Standards and Benchmarks

Section VIII Appendix

Oregon Department of Education
Office of Special Education
Talented and Gifted
2003
### Differentiated Curriculum Appendix

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Disclaimer: We are not involved in any way with this site and are not gaining anything by recommending it.

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.
Although the samples in this document have been grouped into grade levels, teachers are encouraged to look out of their own grade level for possible resources.

Archetypal models, sample tasks, and resources by topics may offer some excellent ideas.
INTERNET RESOURCES

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SEARCH ENGINES INTERNET

- Ask Jeeves. www.ask.com/
- Google. www.google.com/
- Yahoo. www.yahoo.com/

RESEARCH ON THE INTERNET

- Article search, free, http://www.findarticles.com
- NetLearn: Resources for Learning the Internet http://www2.rgu.ac.uk/~sim/research/netlearn/callist.htm
- Using the Internet for Academic Research University of New Mexico State University http://lib.nmsu.edu/ital/research.html

REFERENCE SITES INTERNET

- AskERIC Virtual Library www.ericir.syr.edu/
- AskERIC www.rose-hulman.edu/Library/vli/
- Central Intelligence Agency Resources. The Factbook is in the public domain. Accordingly, it may be copied freely without permission of the Central Intelligence Agency (CIA) http://www.cia.gov/cia/publications/factbook/
- Encyclopedia Britannica www.britannica.com/
- National Archives and Records Administration www.search.nara.gov/
- Oregon Public Education Network (OPEN) http://open.k12.or.us/openc01.html
- Thesaurus http://www.thesaurus.com/
- Virtual Reference Library http://falcon.jmu.edu/~ramseyil/referenc.htm
- Yahooligans Almanac http://www.yahooligans.com/content/ka/

RESEARCH: LIBRARIES, ENCYCLOPEDIAS, REFERENCES

- Encyclopædia Britannica http://school.eb.com (subscription required)
- Grolier http://auth.grolier.com/cgi-bin/authV2
- How Stuff Works http://www.howstuffworks.com/
- Merriam-Webster’s Dictionary http://www.m-w.com/
- Reference Desk http://www.refdesk.com
- Internet Public Library http://www.ipl.org/
- Search Encyclopedia http://www.encyclopedia.com/
- Smithsonian http://www.si.edu/

CLEARINGHOUSE FOR SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

- ERIC www.ericse.org/
- Science www.ericse.org/sciindex.html
- Math www.ericse.org/mathindex.html
- Environmental www.ericse.org/eeindex.html
- Internet Links www.ericse.org/links.html

MATH

- Math for Morons http://library.thinkquest.org/20991/home.html
- Geometer’s Sketchpad software http://www.keypress.com/sketchpad/sketchdemo.html
INTERNET RESOURCES

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CONTINUED

- **Video Donald and Mathemagics Land**

- **SCIENECE**
  - The Adventures of Herman The Autobiography of Squirmin’ Herman The Worm (samples of Herman’s web pages follows.) [http://www.urbanext.uiuc.edu/worms/](http://www.urbanext.uiuc.edu/worms/)
  - Animal Care and research Program: Policies, Regulations, and Standards for Care and Use of Laboratory Animals University of Kansas [http://www.ukans.edu/~acu/chapter2.html](http://www.ukans.edu/~acu/chapter2.html)

- **Educational Tools**
  - Build a Worm Compost Bin [http://www.carolina.com/)](http://www.carolina.com/)
  - City Farmer [http://www.cityfarmer.org/wormcomp61.html](http://www.cityfarmer.org/wormcomp61.html)
  - Frog and Toad An AskERIC Lesson Plan [http://www.askeric.org/Virtual/Lessons/Interdisciplinary/INT0024.html](http://www.askeric.org/Virtual/Lessons/Interdisciplinary/INT0024.html)
  - GPS (Global Positioning Systems) [http://www.colorado.edu/geography/gcraft/notes/gps/gps_f.html](http://www.colorado.edu/geography/gcraft/notes/gps/gps_f.html) and [http://www.cla.sc.edu/GEOG/rslab/gps.html](http://www.cla.sc.edu/GEOG/rslab/gps.html)
  - International Earth Rotation Service [http://www.iers.org/](http://www.iers.org/)

- **Other Resources**
  - Making a Bin [http://www.urbanext.uiuc.edu/worms/neighborhood/01-intro.html](http://www.urbanext.uiuc.edu/worms/neighborhood/01-intro.html)
  - Master Gardener OSU [http://www.orst.edu/extension/mg/](http://www.orst.edu/extension/mg/)
  - Medical Research Modernization Committee [http://www.mrmcmjed.org/info.html](http://www.mrmcmjed.org/info.html)
  - Middle Tennessee State University Physics Department [http://physics.mtsu.edu/~phys231/Lectures/L18_-_L23/L22/Energy_Transfer/energy_transfer.html](http://physics.mtsu.edu/~phys231/Lectures/L18_-_L23/L22/Energy_Transfer/energy_transfer.html)
INTERNET RESOURCES

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CONTINUED

- NOVA/Einstein http://www.pbs.org/wgbh/nova/einstein/
- The Nuclear Energy Agency http://www.nea.fr/
- Nuclear Energy Institute http://www.nei.org/
- Office of Animal Care and Use (OACU) (see recommended links) http://oacu.od.nih.gov/links.htm
- OMSI http://www.omsi.edu/
- Oregon Blue Book http://bluebook.state.or.us/
- Oregon Climate Service http://www.oos.orst.edu/
- Oregon Climate data http://www.oos.orst.edu/datapage2.html
- Oregon Landforms http://lists.uakron.edu/geology/natscigeo/Lectures/land/landform.htm#Columbia
- Oregon Landforms http://fermi.jhuapl.edu/states/or_0.html
- Periodic Table of elements http://www.webelements.com/webelements/index.html
- Project Wild Federal Department of Fish and Wildlife (Games to illustrate carrying capacity) http://www.state.ak.us/adfg/wildlife/geninfo/educate/pw_home.htm
- STELLA at UW-Madison http://newmedia.doit.wisc.edu/staff/wolf/STELLA.html
- US Department of Energy; Office of Nuclear Energy http://www.ne.doe.gov/
- Worm Composting System http://www.dnr.state.mo.us/alpd/swmp/Worm1.htm
- Worm Digestion www.wormdigest.org
- Volcanoes from Annenberg/CPB site www.learner.org/exhibits/volcanoes/entry.html
- Volcanoes Think Quest Online http://library.thinkquest.org/17457
- Volcanoes Around the World www.volcanoes.com
- Volcano Expedition from the field in Costa Rica www.sio.ucsd.edu/volcano

SCIENTISTS AND INVENTORS

- Einstein References
  - Physics Link http://www.physlink.com/Education/AskExperts/ae24.cfm
  - University of Winnipeg http://theory.uwinnipeg.ca/physics/quant/node3.html
- Faces of Science: African Americans in Science http://www.princeton.edu/~mcbrown/display/faces.html
INTERNET RESOURCES

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CONTINUED

- Galileo Galilei-The man and his inventions [http://galileo.imss.firenze.it/museo/b/egalilg.html]
- Gander Academy’s Inventions Theme [http://www.stemnet.nf.ca/CITE/inventors.htm]
- Hawking References
  - Professor Stephen W. Hawking's web page [http://www.hawking.org.uk/lectures/life.html]
  - Pomona College Astronomy Web Site [http://www.astronomy.pomona.edu/Projects/moderncosmo/Josh's%20Bigbang.html]
- School of Mathematical and Computational Sciences
  - University of St Andrews [http://www-groups.dcs.st-and.ac.uk/~history/Mathematicians/Hawking.html]
- History of Invention [http://www.cbc4kids.ca/general/the-lab/history-of-invention/default.html]
- National Inventors Hall of Fame [http://www.invent.org/hall_of_fame/1_1_search.asp]
- Newton References
  - Caltech Particle Theory Group [http://www.theory.caltech.edu/people/patricia/grava.html]
- Online Journey for Astronomy [http://cesp10.phys.utk.edu/astr161/lect/history/newtongrav.html]
- The Physics Classroom [http://www.physicsclassroom.com/Class/circles/u6l3c.html]
- University of Winnipeg [http://theory.uwinnipeg.ca/physics/circ/node7.html]
- Rutherford References
  - The New Zealand Edge [http://www.nzedge.com/heroes/rutherford.html]
  - Office of Radiation, Chemical & Biological Safety, Michigan State University [http://www.orcbs.msu.edu/radiation/radhistory/ernestrutherford.html]
  - University of Colorado Physics Dept. [http://www.colorado.edu/physics/2000/quantumzone/frequency.html]
- Smithsonian: Inventors and Innovation [http://www.si.edu/resource/faq/nmah/invent.htm]
- Spotlight: Inventors’ Biographies [http://educate.si.edu/spotlight/inventors1.html]
- Totally Absurd Inventions-Updated weekly this site shows students inventions that didn’t make
  their creators rich or are truly absurd. [http://www.totallyabsurd.com/]

SOCIAL SCIENCES

Oregon Department of Education [http://www.ode.state.or.us/cifs/socialsciences/teachres/]

SOCIAL SCIENCES - GEOGRAPHY

- GPS (Global Positioning Systems) [www.colorado.edu/geography/gcraft/notes/gps_gps_f.html] and [www.cla.sc.edu/GEOG/rslab/gps.html]
- Mapquest [www.mapquest.com/]
- National Geographic Map Machine [http://plasma.nationalgeographic.com/mapmachine/]
- Oregon Geographic Alliance [http://www.geog.pdx.edu/oga/]


http://www.totallyabsurd.com/
INTERNET RESOURCES

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CONTINUED

- Oregon Landforms http://lists.uakron.edu/geology/natscigeo/Lectures/land/landform.htm#Columbia
- Oregon Landforms http://fermi.jhuapl.edu/states/or_0.html
- Oregon Blue Book http://bluebook.state.or.us/
- Virtual Tourist http://www.virtualtourist.com/

SOCIAL SCIENCES - HISTORY

- American Memories websites http://memory.loc.gov/ammem/amhome.html
- Black History www.britannica.com/blackhistory/
- China Internet Resources www.internet-at-work.com/hos_megrane/china/eg_china_intro.html
- Colonial Hall http://www.colonialhall.com/index.asp
- Declaration of Independence Courtesy of the U. S. Historical Documents Archive http://w3.one.net/~mweiler/ushda/dec.htm
- The Emigrants http://calcite.rocky.edu/octa/emigrant.htm
- Greek Internet Resources www.internet-at-work.com/hos_megrane/greece/eg_greece_intro.html
- GPS (Global Positioning Systems) www.colorado.edu/geography/gcraft/notes/gps/gps_f.html and www.cla.sc.edu/GEOG/rslab/gps.html
- Go West America National Geographic http://www.nationalgeographic.com/west/
- Great Seal http://www.greatseal.com/
- History Matters http://historymatters.gmu.edu/
- History/Social Studies Web Site for K-12 Teachers http://my.execpc.com/~dboals/boals.html
- Information USA The National Anthem and Patriotic Songs http://usinfo.state.gov/usa/infousa/facts/symbols.htm

SOCIAL SCIENCES - GOVERNMENT

- Afghanistan http://www.state.gov/r/pa/ei/bgn/5380.htm
- Oregon School Library www.oslis.k12.or.us
- Find Magazine Articles at www.findarticles.com
- Pakistan http://www.state.gov/r/pa/ei/bgn/3453.htm
- History/Social Studies Web Site for K-12 Teachers http://my.execpc.com/~dboals/boals.html
- Social Studies Government Resources http://www.ed.gov/free/s-social2.html#usgov
- US State Department lists background information on all countries. http://www.state.gov/countries/
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CONTINUED

- National Archives and Records Administration http://www.nara.gov/
- Mesopotamia http://www.learner.org/exhibits/collapse/mesopotamia.html
- National Council for History Education http://www.history.org/nche/
- National Symbols Program USDA Forest Service http://www.symbols.gov/symbols/overview.htm
- Oregon Blue Book http://bluebook.state.or.us/
- Paine, Thomas. (1776). *Common sense.*
- PETA, People for Ethical Treatment of Animals http://www.peta.org
- *Product Guides.* The Curriculum Project, 3300 Bee Cave Road, Suite 650-141; Austin, Texas; 512. 263.3089; www.curriculumproject.com
- *Famous Person -- Who am I?* http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/History/HIS0004.html
- Sangamo Journal http://calcite.rocky.edu/octa/sangamo.htm
- TERC http://www.terc.edu/TEMPLATE/topic/index.cfm?topicID=6
- US Biographies http://odur.let.rug.nl/~usa/B/
- Yankee Doodle http://www.law.ou.edu/hist/yankee.html

PRIMARY RESOURCES

- Jackdaws Primary Resources Publications http://www.jackdaw.com/home.asp
- Repository of Primary Resources. A listing of over 5000 websites describing holdings of manuscripts, archives, rare books, historical photographs, and other primary sources for the research scholar. http://www.uidaho.edu/special-collections/Other.Repositories.html

ENGLISH/LANGUAGE ARTS

- My brother sam is dead http://www.connectingstudents.com/literacy/sam.htm
- List of US historical documents in chronological order from The U.S. Historical Documents Archive, USHDA http://w3.one.net/~mweiler/ushda/list.htm
INTERNET RESOURCES

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CONTINUED

Expectations, Huckleberry Finn, Lord of the Flies, Of Mice and Men, Of Mice and Men, Nigh, To Kill a Mockingbird, A Separate Peace, A Streetcar Named Desire, Romeo and Juliet http://www.bellmore-merrick.k12.ny.us/guides.html

- Multnomah County Library High School Literature Sites http://www.multcolib.org/homework/hslit.html#genhs
- My Brother Sam is Dead http://projects.edtech.sandi.net/ofarrell/mybrosam/
- The National Federation Interscholastic Speech and Debate Association (NFISDA) http://www.nfhs.org/nfisda.htm
- Patriotic Songs http://www.hometown.aol.com/KidFun101/KidsParties4th/Pg10BPatrioticSongs/index.html
- A Rose for Emily by Faulkner http://www.online-library.org/fictions/emily.html
- SparkNotes Literature Study Guides http://www.sparknotes.com/guides/

- Tom Sawyer http://www.sparknotes.com/lit/tomswayer/
- Writers Digest Books http://www.writersdigest.com/

FEDERAL WEBSITES

- AskERIC Virtual Library ericir.syr.edu/
- Central Intelligence Agency Resources www.odci.gov/cia/publications/pubs.html
- Eisenhower National Clearinghouse for Mathematics and Science Education www.enc.org/
- National Academy of Sciences www.nas.edu/
- National Aeronautics and Space Administration www.nasa.gov/
- NASA Online Educational Resources www.education.nasa.gov/
- National Science Foundation www.nsf.gov/
- U.S. Department of Education www.ed.gov/
- U.S. Department of Energy www.energy.gov/
- U.S. Environmental Protection Agency www.epa.gov/
- U.S. House of Representatives www.house.gov/
- U.S. Senate www.senate.gov/
- White House www.whitehouse.gov/

MAPS

- MapBlast http://www.mapblast.com/myblast/index.mb
- MapQuest http://www.mapquest.com/
- National Geographic Map Machine http://plasma.nationalgeographic.com/mapmachine/
INTERNET RESOURCES

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CAREER PLANNING


THINKING SKILLS


OREGON RESOURCES

- ODE scoring guides [http://www.ode.state.or.us/asmt/resource/scorguides/](http://www.ode.state.or.us/asmt/resource/scorguides/)
- Oregon Public Education Network (OPEN) [http://open.k12.or.us/openc01.html](http://open.k12.or.us/openc01.html)

SOFTWARE


SOCIAL SCIENCE TEACHER RESOURCES

Below are the titles found on the web site for Docail Sciences Oregon Department of Education [http://www.ode.state.or.us/cifs/socialsciences/teachres/](http://www.ode.state.or.us/cifs/socialsciences/teachres/)

- Find online links that offer teacher resources.
  National Council for the Social Studies Social Studies Listservs
- Agencies, Museums and Libraries
  Library of Congress
  Museums, World Wide Arts Resources
  Smithsonian Institution
  U.S. Holocaust Museum
- Civics
  Center for Civic Education
  Classroom Law Project
  Kids in the House
  This site is designed to give middle school students valuable legislative and historical information.
  Street Law
- History
  Archiving Early America
  Crossroads (K-6 American history curriculum)
  Declaration of Independence exhibit
  Explore the West from Monticello (Lewis and Clark exhibit)
  From American Revolution to Reconstruction
  The Historical Text Archive
  History Matters!
  National Center for History in the Schools

- Geography
  National Council on Geographic Education
  Oregon Geographic Alliance
  Virtual Tourist II World Map
- Economics
  Consumer Jungle
  No cost fun consumer education resources.
  High School consumer education teachers can access a comprehensive, flexible curriculum.
  National Council on Economic Education
  Oregon Department of Revenue: Steps2Cash
  Curriculum resources for teachers and students about Oregon's income tax system.
- Students: This site will help you with your 2001 Federal Income tax return!
  Economics America
- Electronic Democracy
  CNN/Time AllPolitics
  The PBS Democracy Project
  Vote Smart Web
- Publications
  Irish Potato Famine Curriculum

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.
How to Read Primary Sources
Bowdoin College http://www.bowdoin.edu/~prael/writing_guides/primary.htm

Good reading is about asking questions of your sources. Keep the following in mind when reading primary sources. Even if you believe you can't arrive at the answers, imagining possible answers will aid your comprehension. Reading primary sources requires that you use your historical imagination. This process is all about your willingness and ability to ask questions of the material, imagine possible answers, and explain your reasoning.

I. Evaluating primary source texts: I've developed an acronym that may help guide your evaluation of primary source texts: MAPER.

- **Motives and goals of the author**
- **Argument and strategy she or he uses to achieve those goals**
- **Presuppositions and values (in the text, and our own)**
- **Epistemology (evaluating truth content)**
- **Relate to other texts (compare and contrast)**

**Motives**
- Who is the author and what is her or his place in society (explain why you are justified in thinking so)? What could or might it be, based on the text, and why?
- What is at stake for the author in this text? Why do you think she or he wrote it? What evidence in the text tells you this?
- Does the author have a thesis? What -- in one sentence -- is that thesis?

**Argument**
- How does the text make its case? What is its strategy for accomplishing its goal? How does it carry out this strategy?
- What is the intended audience of the text? How might this influence its rhetorical strategy? Cite specific examples.

- What arguments or concerns does the author respond to that are not clearly stated? Provide at least one example of a point at which the author seems to be refuting a position never clearly stated. Explain what you think this position may be in detail, and why you think it.
- Do you think the author is credible and reliable? Use at least one specific example to explain why. Make sure to explain the principle of rhetoric or logic that makes this passage credible.

**Presuppositions**
- How do the ideas and values in the source differ from the ideas and values of our age? Offer two specific examples.
- What presumptions and preconceptions do we as readers bring to bear on this text? For instance, what portions of the text might we find objectionable, but which contemporaries might have found acceptable. State the values we hold on that subject, and the values expressed in the text. Cite at least one specific example.
- How might the difference between our values and the values of the author influence the way we understand the text? Explain how such a difference in values might lead us to mis-interpret the text, or understand it in a way contemporaries would not have. Offer at least one specific example.

**Epistemology**
- How might this text support one of the arguments found in secondary sources we've read? Choose a paragraph anywhere in a secondary source we've read, state where this text might be an appropriate footnote (cite page and paragraph), and explain why.
- What kinds of information does this text reveal that it does not seemed concerned with revealing? (In other words, what does it tell us without knowing it's telling us?)
Credibility refers to our ability to trust the author's account of the truth on the basis of her or his tone and reliability. An author who is inconsistently truthful -- such as the soldier in the example above -- loses credibility. There are many other ways authors undermine their credibility. Most frequently, they convey in their tone that they are not neutral (see below). For example, the soldier above may intersperse throughout his reliable account of campaign details vehement and racist attacks against his old enemy. Such attacks signal readers that he may have an interest in not portraying the past accurately, and hence may undermine his credibility, regardless of his reliability.

An author who seems quite credible may be utterly unreliable. The author who takes a measured, reasoned tone and anticipates counter-arguments may seem to be very credible, when in fact he presents us with complete balderdash. Similarly, a reliable author may not always seem credible. It should also be clear that individual texts themselves may have portions that are more reliable and credible than others.

Reliability refers to our ability to trust the consistency of the author's account of the truth. A reliable text displays a pattern of verifiable truth-telling that tends to render the unverifiable parts of the text true. For instance, the soldier above may prove to be utterly reliable in detailing the campaigns he participated in during the war, as evidence by corroborating records. The only gap in his reliability may be the omission of details about the atrocities he committed.

Neutrality refers to the stake an author has in a text. In the example of the soldier who committed wartime atrocities, the author seems to have had a considerable stake in his memoir, which was the expunge his own guilt. In an utterly neutral document, the creator is not aware that she or he has any special stake in the construction and content of the document. Very few texts are ever completely neutral. People generally do not go to the trouble to record their thoughts unless they have a purpose or design which renders them invested in the process of creating the text.

Some historical texts, such as birth records, may appear to be more neutral than others, because their creators seem to have had less of a stake in creating them. (For instance, the county clerk who signed several thousand birth certificates likely had less of a stake in creating an individual birth certificate than did a celebrity recording her life in a diary for future publication as a memoir.)

Objectivity refers to an author's ability to convey the truth free of underlying
values, cultural presuppositions, and biases. Many scholars argue that no text is or ever can be completely objective, for all texts are the products of the culture in which their authors lived. Many authors pretend to objectivity when they might better seek for neutrality. The author who claims to be free of bias and presupposition should be treated with suspicion: no one is free of their values. The credible author acknowledges and expresses those values so that they may accounted for in the text where they appear.

Epistemology: a fancy word for a straight-forward concept. "Epistemology" is the branch of philosophy that deals with the nature of knowledge. How do you know what you know? What is the truth, and how is it determined? For historians who read primary sources, the question becomes: what can I know of the past based on this text, how sure can I be about it, and how do I know these things?

This can be an extremely difficult question. Ultimately, we cannot know anything with complete assurance, because even our senses may fail us. Yet we can conclude, with reasonable accuracy, that some things are more likely to be true than others (for instance, it is more likely that the sun will rise tomorrow than that a human will learn to fly without wings or other support). Your task as a historian is to make and justify decisions about the relative veracity of historical texts, and portions of them. To do this, you need a solid command of the principles of sound reasoning.


Lasky, Kathy. (1997). *She’s wearing a dead bird on her head.* Disney Press


Yeh, L. (1903). *Dragonwings,* HarperCollins Children's Books

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.
BIBLIOGRAPHY
FOR TEACHERS


CSMP Comprehendivs School Math Program, Sopris Institute.


The Consumer’s Guide to Mathematics for Gifted Students. Williamsburg, VA: Center for Gifted Education William and Mary


Differentiating curriculum for gifted students. ERIC Digest #E510. Reston VA: Clearinghouse on Handicapped and Gifted Children.


Foreman, L. Starting points visual math. Salem, OR: Math Learning Center Pub.


BIBLIOGRAPHY
FOR TEACHERS


The Center for Gifted Education, under the direction of Joyce VanTassel-Baska, has been in operation in the School of Education at the College of William and Mary since 1987. From the time of the Center’s inception, one of its major emphases has been the development of exemplary curriculum frameworks and units of study for classroom use with high-ability learners.

Curriculum development in science, language arts, and social studies has involved teams of content specialists and educators in writing and field-testing units, and many Center materials have been recognized for their quality by the United States Department of Education and the National Association for Gifted Children. Teachers and students in all 50 states and 19 international communities use Center materials.

Presentations of Center work have been made at state, national, and international conferences, and staff members frequently conduct implementation workshops for teachers around the country and beyond. Annually, the Center coordinates a National Curriculum Network Conference and other professional development experiences to address aspects of curriculum, instruction, and assessment for gifted learners.

Language Arts for High Ability Learners units engage students in exploring carefully selected, challenging works of literature from various times, cultures, and genres, and they encourage students to reflect on their readings through writing and discussion. The units also provide numerous opportunities for students to explore interdisciplinary connections to language arts and to conduct research around issues relevant to their own lives. A guide to using the curriculum is also available.

In addition The Center for Gifted Education has written several curriculum units containing different situations that face today's society. The goal of each unit is to allow students to analyze several real-world problems, understand the concept of systems, and conduct scientific experiments. These units also allow students to explore various scientific topics and identify meaningful scientific problems for investigation.

Specifically, the units employ the following emphases:

- Meaning-based
- Higher order thinking
- Intra- and interdisciplinary connections
- Metacognition
- Habits of mind
- Active learning and problem-solving
- Technology-relevant
- Learner outcomes of significance
- Authentic assessment

See the following for complete list of titles available from Kendall/Hunt Publications.

**LANGUAGE ARTS**

*Beyond Words* (Grades 1-2)
*Journeys and Destinations* (Grades 2-3)
*Literary Reflections* (Grades 4-5)
*Patterns of Change* (Grades 4-6)

**SCIENCE**

*Dust Bowl* (Grades 2-3)
*What a Find!* (Grades 3-4)
*Acid, Acid Everywhere* (Grades 4-6)
*Electricity City* (Grades 4-6)
*The Chesapeake Bay* (Grades 6-8)
*No Quick Fix* (Grades 6-8)
*Hot Rods* (Grades 6-8)

**SOCIAL STUDIES**

*Ancient Egypt: Gift of the Nile* (Grades 2-3)
*Ancient China: The Middle Kingdom* (Grades 2-3)
*Building a New System: Colonial America 1607 - 1763* (Grades 4-5)
*The World Turned Upside Down: The American Revolution* (Grades 4-5)
*A House Divided? The Civil War, Its Causes and Effects* (Grades 5-6)
*The 1920s in America: A Decade of Tensions* (Grades 6-7)
*The 1930s in America: Facing Depression* (Grades 6-7)
*The Road to the White House: Electing the American President* (Grades 6-8)

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As a component of our curriculum development work at the Center for Gifted Education at the College of William and Mary, we have reviewed a wide variety of materials within each major subject area. On the basis of the criteria outlined in this chapter, we have identified a number of resources appropriate for use with high-ability learners, as well as teacher resources that are particularly helpful in training curricula for these students. Teachers will need to make selections from these lists based on their instructional objectives and the level of student development.

### LANGUAGE ARTS


### MATHEMATICS


*EPGY (Education Program for Gifted Youth).* Stanford University continuing education program. Online: [http://www-csli-stanford.edu/epgy](http://www-csli-stanford.edu/epgy)


Curricular Resources for High-Ability Learners

Joyce Van Tassel-Baska

Science


Science


DIFFERENTIATED CURRICULUM CHALLENGING HIGH END LEARNERS ADDRESSING OREGON STANDARDS & BENCHMARKS

CURRICULAR RESOURCES FOR HIGH-ABILITY LEARNERS
Joyce Van Tassel-Baska


SOCIAL STUDIES


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