



## **EDUC 281-INTRO TO GIFTED EDUCATION** 3 CREDITS

### **SYLLABUS**

---

#### **CATALOG DESCRIPTION**

This course explores issues encountered in developing giftedness and talents in students. Topics include the nature of exceptional abilities, student characteristics, history of special provisions in gifted and talented education and strategies for curriculum compacting. Study guide methods, cooperative learning groups and "What If" scenarios, as well as using Blooms Taxonomy in lesson plan development will be covered. Effective teacher dispositions for working with diverse gifted and talented student populations will also be addressed.

Prerequisites:           None

Semester Offered:    Fall, Summer

#### ***Common Student Learning Outcomes***

*Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...*

##### **BROAD AND SPECIALIZED LEARNING**

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

##### **CRITICAL THINKING**

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

##### **CULTURAL AND CIVIC ENGAGEMENT**

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

##### **EFFECTIVE COMMUNICATION**

Students will exchange ideas and information with clarity in multiple contexts.

##### **INFORMATION LITERACY**

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

##### **INTEGRATING TECHNOLOGIES**

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

*Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.*

#### **Course Learning Outcomes**

Upon successful completion of the course, the student will be able to...

1. Describe the characteristics of gifted students including those who are twice exceptional.
2. Describe compacting and differentiating curriculum in skill areas and in content areas for gifted students.
3. Demonstrate the ability to assist with screening and child find in relation to gifted students.
4. Develop curriculum options for gifted students that are challenging and meaningful to the students individual learning capabilities.
5. Identify some of the most common social emotional concerns found among gifted populations.

Linkage to the NMPED Competencies for Entry-Level Teachers of Gifted Students

A.1.a,b,c,d,e,f,g,h,i,j,k,l,m; A.2.a,c,d,e; A.3.a,b,c,d,e; A.4.a; A.5.a,b; A.6.a; B.1,2,3,5,6; C.1.a; C.2.j,k,l; C.4.a,b; C.5.a,c,g,k

Linkage to NAGC National Standards – Knowledge and Skills

1.K1,K2,K3,K4,K7; 2.K1,K2,K3; 3.K1,K2; 4.K1,K2,S1,S2,S3,S4,S5; 5.S1,S2,S3; 6.K1,K2,K3; 7.K1,K2,K3,S1,S2,S3; 8.K1,K2,K3,S1,S4; 9.K1,K2,S1,S2,S3,S4,S5; 10.S1,S2,S3,S5,S6