

## EDUC 282-CURRICULUM MODELS IN GIFTED EDUCATION 3 CREDITS

### SYLLABUS

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#### CATALOG DESCRIPTION

This course focuses on the development of exemplary curricula frameworks and units of study applicable to various populations of gifted/exceptional students in the classroom. Examples of various curriculum models including; discussion based, project and problem based, multiple-intelligence driven, school-wide enrichment, seminar style and autonomous learner will be among the models emphasized. Issues of acceleration, program enrichment and academic opportunities for the exceptional student will also be addressed. Student characteristics of precocity, intensity and complexity will be discussed. Interdisciplinary concepts, issues and themes within contrasting settings of team taught, inclusion, and small group will also be covered.

This course will involve a variety of instructional activities, including lecture, small & large group discussion, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments.

Prerequisites:           None

Semester Offered:     Fall, Spring

#### ***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. Recognize and assess the effectiveness of gifted education models in the public school setting.
2. Communicate the merits, benefits of, and rationales for the use of particular curriculum models with particular gifted students.
3. Identify students who could benefit from curriculum acceleration and enrichment.
4. Implement appropriate academic enrichment opportunities based on individual student needs and documented goals.
5. Explore and investigate opportunities for academic enrichment at various levels including service learning.
6. Develop a repertoire of resources for meeting the needs of various gifted learners based on characteristics.
7. Design hypothetical settings that balance team taught, inclusion and small group models of gifted service delivery for all learners.
8. Understand the philosophy of gifted education (Renzulli & Rice) to interpret modern research, data and understand contemporary issues in Gifted Education.

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

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

Linkage to NAGC National Standards: Knowledge and Skills

1.K2,K6,K7; 2.K1,K2,K3; 3.K1,K2,K3,S1; 4.K2,S1,S2,S3,S4,S5,S6; 5.K1,K2,S1,S2; 6.S1; 7.K1,K3,S4,S5; 9.S2,S3,S4,S5; 10.S2,S3,S4,S6