

2014 Fifth Annual RTI-PLC Institute  
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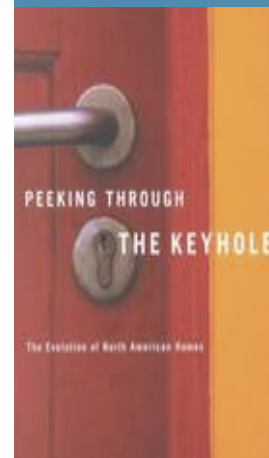
**What Makes Quality Curriculum for Advanced Learners and What Does This Have to do With CCSS?**

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**Advanced students have encountered a closed door...**



**So they knock on doors, pound on doors, and they look through the keyhole to see what is on the other side.**

## **Their curiosity demands it.**



**This is their human nature and at this conference you celebrate and advocate this desire for young people to experience open doors to their education.**

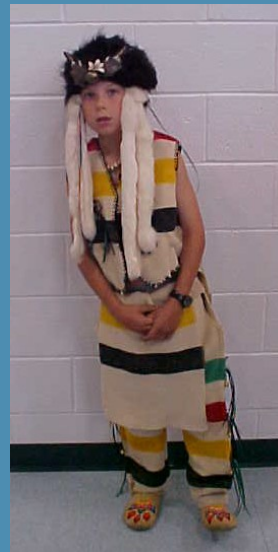
## **To serve our students well...**



**It starts with an open heart, open head, and open eyes to help see the potential of our students for success, and the potential that disciplinary ideas/concepts hold for designing curriculum that has student relevance.**

**Most learners need curriculum and instruction that demonstrates to them the power of their ideas and their individual power as learners.**

**Kids need to know learning makes a difference and that learning helps them to make a difference.**



## **Rules for the Road**



- Quality curriculum requires student understanding and student engagement.
- Understanding comes from student interaction with conceptually-based, rigorous curriculum that gradually increases in sophistication.
- Student engagement is derived from curriculum that connects to the heart and mind of a learner.

# High Quality Curriculum & Instruction

- ❑ clearly focused on essential understandings and skills of the discipline that a professional would value (authentic)
- ❑ mentally and affectively engaging to the learner
- ❑ joyful-or at least satisfying
- ❑ provides guided choices
- ❑ allows meaningful collaboration
- ❑ focuses on products that matter to students
- ❑ connects with students' lives and world

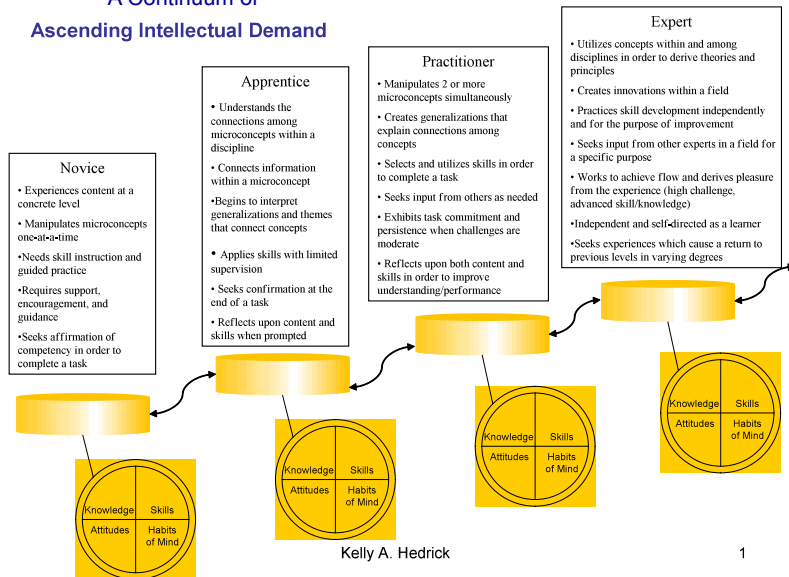


# High Quality Curriculum & Instruction

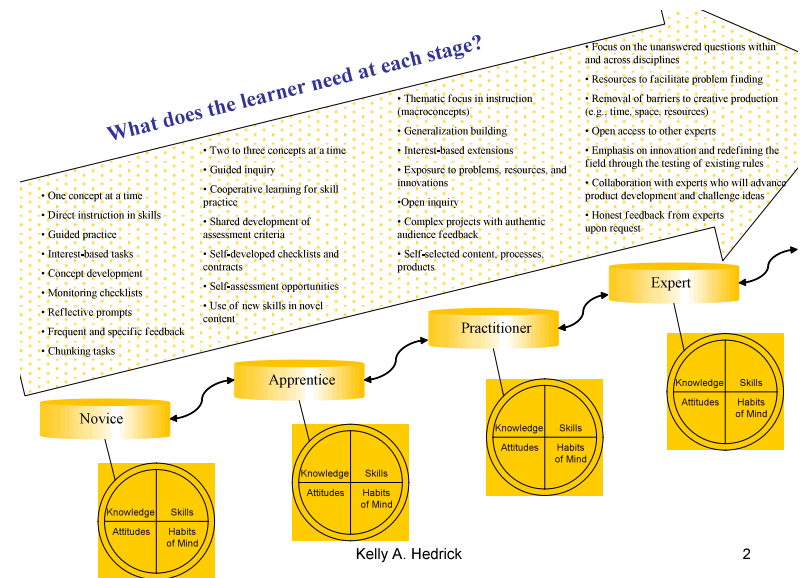
- ❑ fresh and surprising
- ❑ seems real (is real) to the student
- ❑ coherent (organized, unified, sensible) to the student
- ❑ rich, deals with profound ideas (concept-based)
- ❑ stretches the student (rigorous)
- ❑ calls on students to use what they learn in interesting and important ways
- ❑ involves the student in setting goals for their learning and assessing progress toward those goals



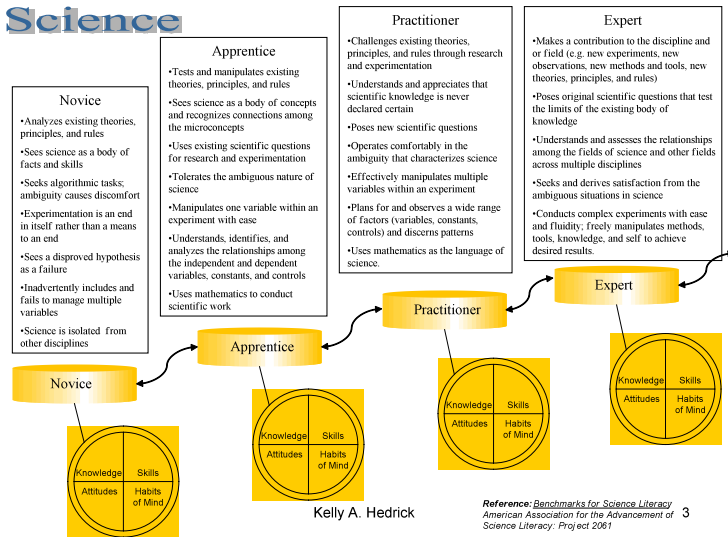
## A Continuum of Ascending Intellectual Demand



## Teacher Response to Student Development of AID

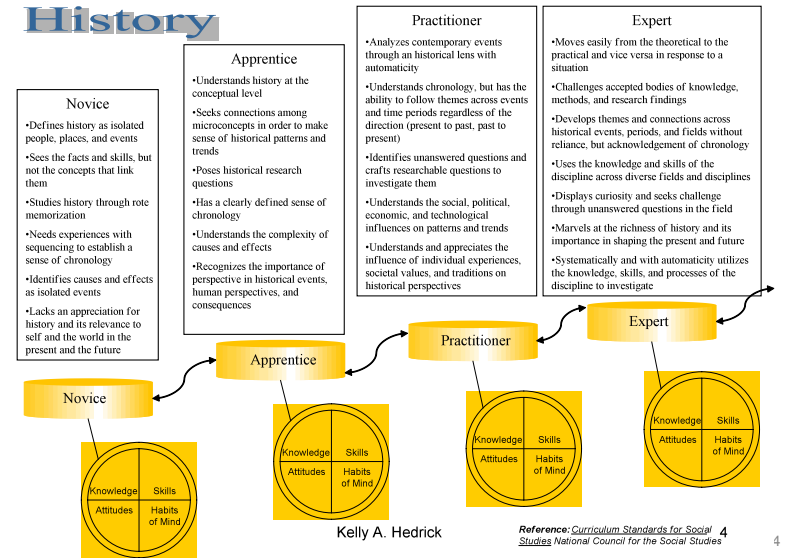


## Expertise in Science



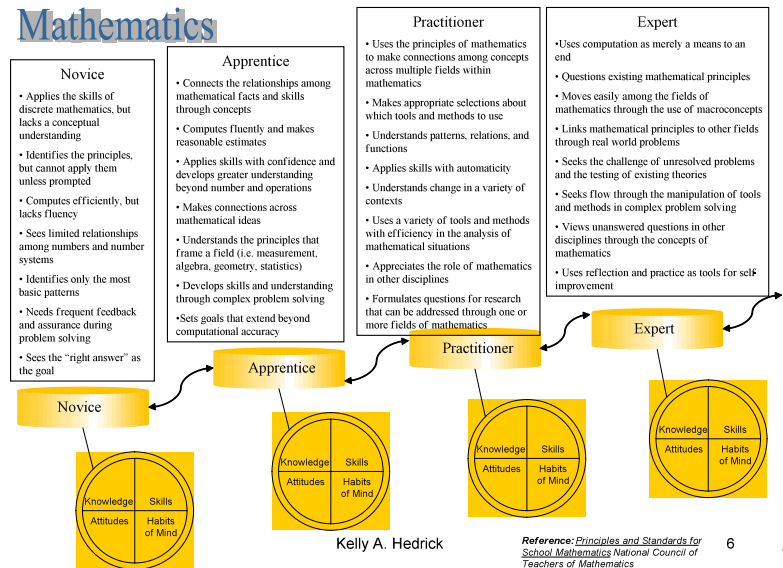
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## Expertise in History



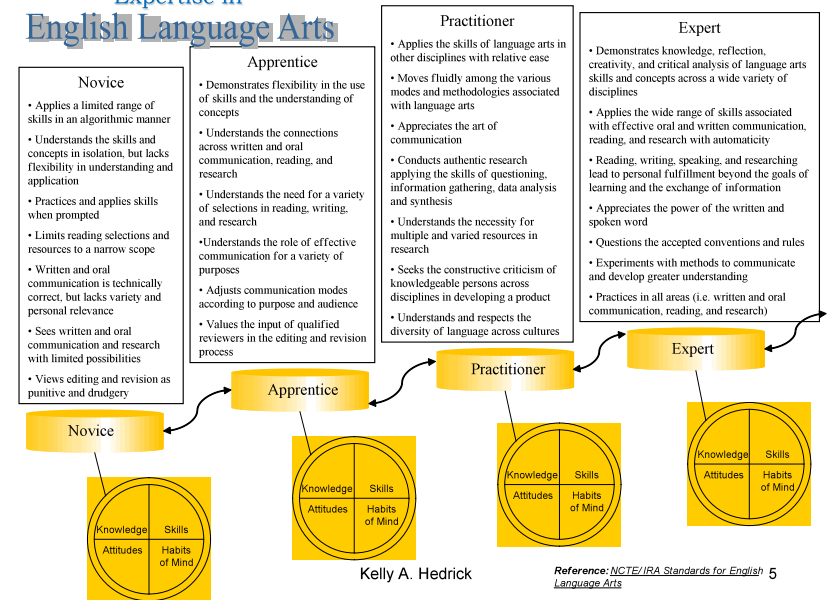
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## Expertise in Mathematics



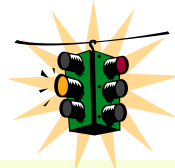
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## Expertise in English Language Arts



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## Ascending Levels of Intellectual Demand



- Vary the depth
- Adjust the abstraction
- Change the complexity
- Make contexts and examples more or less novel or familiar
- Adjust the pace
- Use more/less advanced materials and text
- Provide more/less scaffolding
- Provide frequent/intermittent feedback
- Provide/let students infer related strategies
- Infer concepts from applications and problem solving
- Provide more/fewer examples
- Be more/less explicit/inductive
- Provide simpler/more complex problems and applications
- Vary the sophistication level
- Provide lengthier/briefer texts
- Provide more/less text support
- Require more/less independence or collaboration
- Require more/less evidence
- Ask for/provide analogies
- Teach to concepts before/after examples
- Teach principles before/after examples or concepts

## What do the CCSS Mean for Academically Advanced Learners?



Careful reading of the English/Language Arts standards reveals only two references to academically advanced students:

1. An acknowledgment that the documents do not address expectations for students who meet the standards before the completion of secondary school, but simply suggest that advanced work should be available.
2. Confirmation that the standards do not define strategies or materials for those students who are performing well above grade level.

## Why Should Gifted Education Care About the Common Core?

1. An opportunity for growth and collaboration with regular education and within the field of gifted.
2. Students may access more rigorous standards throughout the day, which would impact direct gifted education services and ensure access to advanced education throughout the day. *A rising tide raises all ships.*
3. CCSS standards align with and validate gifted education best practices, such as concept-based learning, integration of disciplines, and inquiry-based options.
4. Some gifted education classrooms focus on less robust content than in the general education classroom.

## Why Students Will Still Require Differentiation

The varied characteristics that they possess will require us to make modification, to adapt, and to escalate their experience and the Common Core recognizes this, but now is your opportunity to make suggestions.

1. **Faster pace of learning (2-3 repetitions)**
2. **Precocity for information and making sense**
3. **Intensity of learning in areas of interest**
4. **Ability to synthesize information within and across disciplines**
5. **Retrieval of conceptual ideas that mirror that of more expert-like thinking behavior**



### Collaboration Between Teachers in Regular Classroom Settings and Those Who Teach Advanced Learners

CCSS does not reduce or eliminate the need for qualitatively different education for those who are more advanced.

Effective teaching practices such as pre-assessment, compacting, flexible grouping, accelerated content, pace and complexity, all of which have been in place for decades, continue to be appropriate.



### So What's Good About the ELA Standards

1. Call for **increased rigor and complexity** in literary titles and performance tasks.
2. Higher-level engagement for verbally talented learners. The **lists of titles** with grade placements provide a tool by which to compare current reading selections with the expected levels of the new standards and **suggest appropriate revisions** to the current curriculum.
3. Acknowledge that harder texts or more complex texts are appropriate for highly knowledgeable or skilled readers, who are often **willing to put in the extra effort** required to read harder texts that tell a story or contain complex information.
4. Students who have a great deal of **interest or motivation** in the content are also likely to handle more complex texts.

### Guidelines for Text Complexity

#### High Text Complexity: Structure

1. Complex, implicit, and unconventional structures
2. More frequent use of flashbacks, flash-forwards, multiple points of view and other manipulations of time and sequence.
3. Informational text contain a variety of structures (like academic textbook or history book)
4. Graphics provide an independent source of information and are essential to understanding a text.

#### High Text Complexity: Language Conventinality and Clarity

1. Texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar (academic and domain-specific vocabulary)

## Guidelines for Text Complexity

### High Text Complexity: Knowledge Demands

1. Texts that make assumptions about the extent of readers' life experiences and depth of their cultural/literary and content/disciplinary knowledge.

### High Text Complexity: Levels of Meaning (Literary Texts) and Purpose (Informational Texts)

1. Literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his/her underlying message).
2. Informational texts with implicit, hidden, or obscure purpose.



## Recommendations for Texts and Tasks

1. **Match texts to particular tasks or classes of students.** Harder texts may be appropriate for highly knowledgeable or skilled readers, who are often willing to put in the extra effort required to read harder texts that tell a story or contain complex information. Students who have a great deal of interest or motivation in the content are also likely to handle more complex texts.
2. **Grapple with works of exceptional craft and thought** whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing."
3. Texts selected to **build coherent knowledge** within grades and across grades. For example, the Common Core State Standards illustrate a progression of selected texts across grades K-5 that systematically build knowledge regarding the human body.
4. Read **Appendix A** for appropriate measurement tools for determining text complexity.

## Examples of Grade Level Placement for Reading Texts

CCSS ELA Recommendations	Gifted Curriculum
Roll of Thunder, Hear My Cry (Grades 6-8)	Roll of Thunder, Hear My Cry (Grade 4)
Jabberwocky (Grades 6-8)	Jabberwocky (Grades 3-4)
Fahrenheit 451 (Grades 9-10)	Fahrenheit 451 (Grade 7)
The Book of Thief (Grades 9-10)	The Book of Thief (Grades 6-8)
I Know Why the Caged Bird Sings (Grades 9-10)	I Know Why the Caged Bird Sings (Grades 6-8)
Jane Eyre (Grades 11-12)	Jane Eyre (Grades 6-8)

Recommendations from: Penny Britton Kolloff, Ph.D. (NAGC Webinar)

## Examples of Grade Level Placement for Reading Texts

CCSS ELA Recommendations	Gifted Curriculum
Charlotte's Web (Read aloud Grades 2-3)	Charlotte's Web (Grades 1-2)
The Cricket in Times Square (Read aloud Grades 2-3)	The Cricket in Times Square (Read aloud Grades 1-2)
Little Women (Grades 6-8)	Little Women (Grades 4-6)
A Wrinkle in Time (Grades 6-8)	A Wrinkle in Time Grades 4-6)
"The Raven" (Grades 9-10)	"The Raven" (Grades 6-8)
The Grapes of Wrath (9-10)	The Grapes of Wrath (6-8)

Recommendations from: Penny Britton Kolloff, Ph.D. (NAGC Webinar)



## So What Can We Do Now That We Will Be Using the CCSS?



### Curriculum That Can Open Doors

- ..emerges not from a list of names, dates, facts, and terms, but from a longing that springs from a connection or a need to make one. Our teaching was turned on its head by reading Phil Phenix's(1964) ideas about asking the big questions. Phenix said that once human beings evolved to a point when they no longer had to spend all their time building fires and slaying dinner, they began to see answers to a single question. We are born-and we die-asking, "What is life, and who am I in it?" Human beings developed the disciplines of history, the arts, English, science, and math to answer that question.

## Core Ideas Become Deeper

Disciplines have certain structural elements—core ideas and approaches to knowledge and understanding—that should guide curriculum development in a manner that connects to the development of the child.

- “Any subject can be taught effectively in some intellectually honest form to any child at any stage of development” (Bruner, 1960, p. 33).
- *Bruner developed the concept of a spiral curriculum that returns to the same subject matter at periodic points in time, but at each “spiral” the material is substantially deeper in its intellectual demands.*

## Connecting with Students

- Connections with students drive the opening of doors. It's far more fulfilling to listen for and respond to the multiple rhythms that students bring into the classroom than to see students as essentially interchangeable and unknowable. Students need connections to learn---and so do teachers.

When a teacher understands that there are many examples or topics that share the same idea, it becomes easier to modify the learning experiences.



# C Concepts and Essential Questions

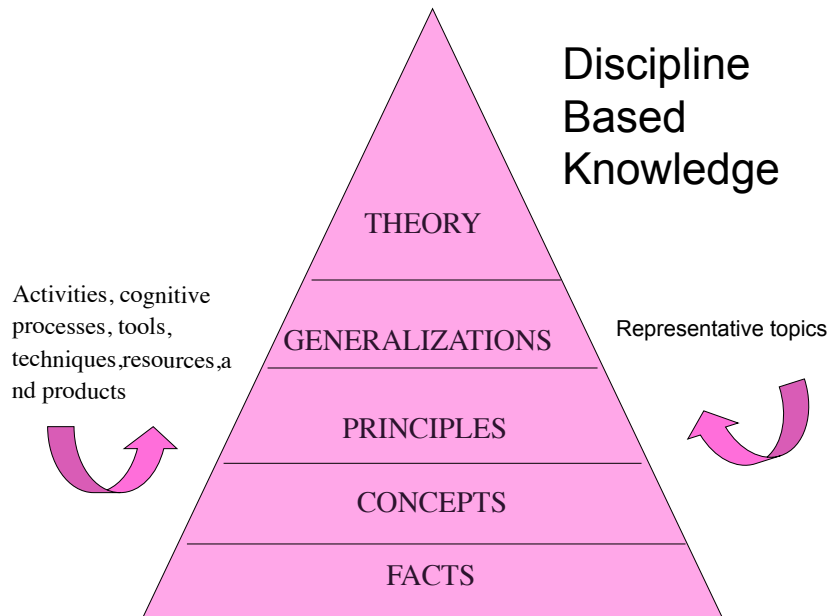
Help teachers to think about designing curricular units around interesting **concepts and understandings**, **paradoxical situations or problems**. These type of units foster interdisciplinary thinking, examination of complex issues, problem finding, and problem solving to stimulate discussion, debate, reasoning, and related skills of persuasion, which are progressively targeted as learners move from K-6 through secondary education.

Representative ideas are clearly of great importance in economizing learning effort. If there are certain characteristic concepts of a discipline that represent it, then a thorough understanding of these ideas is equivalent to a knowledge of the entire discipline. If knowledge within a discipline is organized according to certain patterns, then a full comprehension of those patterns goes far toward making intelligible the host of particular elements that fit into the design of the subject. (p. 323)

Phenix, P. (1964). *Realms of meaning*. New York: McGraw-Hill.



## Discipline Based Knowledge



## Concepts

serves as “integrating lens” and encourages the transfer of ideas within and across the disciplines “as students search for patterns and connections in the creation of new knowledge.”

### MACROCONCEPTS

Broadest, most abstract concepts; often used as a conceptual lens to develop breadth of understanding (systems, structure, interdependence, change, conflict, power, balance).

### MICROCONCEPTS

Sub-concepts, more specific concepts tied to a discipline (slope, value, niche, value)

**LIST OF CONCEPTS FOR FRAMING CURRICULUM UNITS**

<b>General</b>	Humanness	Adaptation	Operation
Altruism	Ideals	Conclusion	Permutation
Analysis	Identity	Prediction	Prime/Composite
Approximation	Independence	Element	Probability
Balance	Interaction	Energy	Equilibrium
Behavior	Interdependence	Experiment	Representations
Beliefs	Justice	Force	Rules
Bias	Love	Habitat	Scale
Bravery	Memory	Hypothesis	Symmetry
Censorship	Moderation	Matter	Time
Change	Mortality & Immortality	Motion	Variable
Choice	Organization	Observation	<b>Social Studies</b>
Conflict	Patterns	Population	Autonomy
Commitment	Perseverance	Principle	Chronology
Communication	Perspective	Power	Citizenship
Compromise	Philosophy	Progress	Community
Continuity	Power	Regulation	Competition
Contribution	Regulation	Relativity	Culture
Conviction	Relationships	Revolutions	Democracy
Cooperation	Rules	Society	Demographics
Criticism	Society	Stability	Direction
Cycles	Stability	Symbol	Equality
Discovery	Symbol	System	Efficiency
Diversity	Theory	Transmutation	Exploration
Economy	Time	Values	Elegance
Environment	Transmutation	Victim	Equation
Ethics	Values	Victim	Factor
Evaluation	Victim	<b>Science</b>	Formula
Evolution		Algorithm	Function
Family		Correlation	Infinity
Fear		Derivative	Label
Habit		Generalizations	Linearity
Hierarchy		Efficiency	Measurement
Humanity		Fact/Fiction	Number

**LIST OF CONCEPTS FOR FRAMING CURRICULUM UNITS**

Preservation	Delivery	Harmony	Offense/Defense
Production/Consumption	Interpretation	Interpretation	Position
Reform/Reformation	Memorization	Melody	Strategy
Rights & Responsibilities	Mood	Performance	Space
Ritual	Performance	Repetition	Strategy
Subjugation	Presence	Rhythm	Teamwork
Supply/Demand	Rehearsal	Technique	
	Stage/Staging	Tone	<b>Technology</b>
	Set		Access
<b>English</b>		<b>Art</b>	Algorithm
Characterization		Abstraction	Efficiency
Composition	<b>Foreign Language</b>	Aesthetics	Hardware/Software
Conventions	Attitude	Color	Input/Output
Fate	Code	Composition	Interface
Fluency	Comprehension	Creativity	Storage
Genre	Connotation/Denotation	Expression	System
Heroism	Conjugation	Form	Tool
Irony	Context	Materials	Utility
Loyalty	Conventions	Medium	Universality
Metaphor	Custom	Metaphor	
Myth	Delivery	Process	
Narrative	Fluency	Representation	
Persuasion	Interpretation		
Roles	Language	<b>Physical Education</b>	
Rules	Message	Competition	
Freedom	Story	Discipline	
Style	Pronunciation	Effort	
Symbol	Rules	Energy	
Theme	Semantics	Exercise	
Voice	Structure	Fitness	
	Translation	Form	
<b>Drama</b>		Leadership	
Audience	<b>Music</b>	Nutrition	
Character	Composition	Movement	
Connotation/Denotation	Dissonance		
	Discipline		

**Curriculum designed around big ideas helps...**

1. Kindergarteners see that a change in their lives is something like a change in the weather or the change that happens in a story.
2. 1<sup>st</sup> graders answer the question, "What is a true friend" when they read *Frog and Toad are Friends*, and answer it years later reading *A Separate Peace* in high school, and yet again when they study international relations in college.
3. Lift the concept of witch hunt from the pages of *The Crucible* to the study of American history to the evening news, to the school cafeteria, and to the dark corners of our own minds.

And Does Not Neglect the details of content. It helps students see a reason for these details and makes them memorable, useful, and transferable.

**Understandings:**

These are the *conceptual objectives* you have for your students. They are statements that...

- ...Usually revolve around and contain important concepts.
- ...Represent big ideas that have enduring value *beyond the classroom*.
- ...Reside at the heart of the discipline and are worthy of exploration
- ...Require "uncoverage" rather than coverage (of abstract or often misunderstood ideas)
- ...Offer potential for engaging students



## “Understand” Objectives

These are the written **statements of truth**, the core to the meaning(s) of the lesson(s) or unit. These are what **connect the parts of a subject** to the student’s life and to other subjects. Understandings are purposeful. They focus on the key ideas that require students to understand information and make connections while evaluating the relationships that exist within the understandings.

Stated as a full sentence .....

Begin with, “I want students to understand **THAT...**” (not HOW... or WHY... or WHAT)

- Multiplication is another way to do addition.
- People migrate to meet basic needs.
- All cultures contain the same elements.
- Entropy and enthalpy are competing forces in the natural world.
- Voice reflects the author’s perspective and background.



## “Know” Objectives



**These are the facts, vocabulary, dates, names, places, and examples you want students to give you.**

- There are 50 states in the US.
- Thomas Jefferson-the third president of the United States and other biographical data.
- 1492-the year that Columbus is reported to have discovered the Americas.
- The “Continental Divide”-a divide separating river systems that flow to opposite sides of a continent.
- The multiplication tables
- The steps of the scientific method



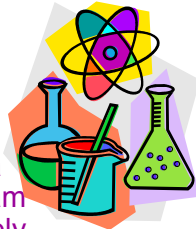
## “Be-Able-To-Do” Objectives

Skills (basic skills, skills of the discipline, skills of independence, social skills, skills of production)

The skill portion encourages the students to “think like the professionals who use the knowledge and skill daily as a matter of how they do business. This is what it means to “be like a writer, a scientist, an artist)

Verbs or phrases (not the whole activity)

- Analyze the pattern or trend
- Solve a problem to find perimeter
- Write a well supported argument
- Evaluate work according to specific criteria
- Contribute to the success of a group or team
- Use graphics to represent data appropriately



## “Skills” (Be Able to Do) Objectives

Thinking skills, skills of the discipline, habits of mind, procedural skills, organizational skills. **Verb phrases--not the whole activity.**

- Discern bias among news sources.
- Design a routine for public performance
- Create a self-portrait
- Identify sources using a database.
- Factor whole numbers into primes.
- Justify a position.
- Compose a variation on a theme.
- Form a plausible hypothesis
- Contribute to the success of a group or team
- Revise written work for clarity.
- Analyze the author’s argument.
- Plan a fitness regimen.
- Predict the outcome of an experiment
- Compare map projections.

## Essential Questions

The great questions want to be answered in each of us. We almost can't help but attend when those questions are raised. *To teach is to help our students raise questions they care about and to set out together to look for answers.*

- are **arguable** - and *important* to argue about?
- are at the **heart** of the subject?
- recur** - and *should* recur - in professional work, adult life, as well as in classroom inquiry?
- raise more questions** – provoking and sustaining engaged inquiry?
- often **raise** important conceptual or philosophical **issues**?
- can provide **organizing purpose** for meaningful & connected learning?

## Humanity vs. Inhumanity

Factual Questions:

- Why was the Holocaust a significant event in world history?
- What beliefs did Hitler hold that drove his actions?
- Why is Hitler's persecutions of the Jewish people considered inhuman?

Conceptual Questions:

- What examples of inhumanity can you cite from our world today?
- What acts of humanity can you cite from our present day world?
- How are beliefs, values, and perspectives related to views of humanity and inhumanity?

**Essential Question: Can one be inhuman and civilized at the same time?**

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**Concept:** Cultural Identity  
**Topic:** Ancient Egypt

### UNDERSTANDINGS

A culture's identity is marked by its shared knowledge, art, customs, habits, values, beliefs, symbols, accomplishments and perceptions of its people. The pyramids reveal key elements of Ancient Egyptian cultural identity.

### KNOWLEDGE

The major features of pyramids  
Popular theories about how the pyramids were built  
Facts about Egyptian burial customs  
Tenets of ancient Egyptians' religious beliefs

### SKILLS

Formulate hypotheses.  
Compare prior knowledge with new knowledge.  
Use deductive and inductive reasoning.  
Make observations.



Jessica Hickman, 2005

**Concept:** Change  
**Topic:** Linear Equations & Inequalities

### UNDERSTANDINGS

Change in one thing is usually dependent on another thing. Slope analyzes rate of change. The cardinality of slope depends on how quickly change occurs.

### KNOWLEDGE

The difference btw. variable and constant change  
The difference btw. independent and dependent variables  
Definition of slope and ways to calculate it  
Slope-intercept and other formulas related to graphing data.

### SKILLS

Represent change in multiple formats.  
Analyze change as a constant or variable.  
Distinguish between dependent & independent variables.  
Draw and use regression lines to make predictions.

Nancy Smith, 2003

**Concept:** Persuasion  
**Skill:** Essay Writing

### UNDERSTANDINGS

Effective persuasion builds a logical case with credible supporting evidence. Effective persuasion anticipates the audience's objections. Effective persuasion motivates a change in people's behavior, thinking, or feelings.

### KNOWLEDGE

Characteristics of effective persuasion  
Types of logical fallacies  
Ways to organize a persuasive argument

### SKILLS

Write to persuade.  
Research an issue.  
Compose arguments to support points of view with relevant details from single and multiple texts  
Recognize & refute inconsistent arguments.  
Identify further lines of inquiry suggested by a persuasive argument.

Jessica Hickman, 2005

**Concept:** Narrative  
**Topic:** Memoir

### Understandings

Memoir is a window into a life. Memoirists selectively and intentionally omit and include particular memories in order to present their version of "truth". Memoirists often use thematic strategies that are similar to those of fiction writers'.

### Knowledge

The definition of memoir  
Attributes of and patterns & devices used in memoir-writing

### Skills

Explain how memoir is different from fiction and from autobiography.  
Distinguish characteristics of memoir.  
Select appropriate topics and themes for own memoir.  
Apply techniques of memoir writing.

Katherine Robbins, Glenview (IL) Public School District 34

**Concepts:** Efficiency & Decomposition  
**Skill:** Factoring Numbers

**Understandings**

Expressing a number as a product of prime numbers  
**[FACTORING]** is tool for solving mathematical problems more simply and quickly.  
Factoring numbers is a logical process of breaking numbers down into a product of simple parts.

**Knowledge**

Terms: *prime number, composite number, factorization*  
Strategies for prime factorization  
Rules of divisibility

**Skills**

Factor whole numbers into primes using various strategies  
**(Louisiana STATE STANDARD)**

Jessica Hochstetler, 2007

**Concepts:** Story, Perspective  
**Novel:** *The Things They Carried*

**Essential Question:** Does truth matter in storytelling?

**Understandings**

*Thematic understanding*  
Story is a way of making sense of and reconstructing the past.  
*Literary understanding*  
Exploring multiple perspectives on the same event grants an author freedom to explore the truth, and a reader permission to approximate the truth.

**Skills**

Using vignettes and short stories to construct and cohere a larger narrative  
Analyzing a author's decision-making process  
Reflecting on one's own decision-making process in writers  
Analyzing narrative structure  
Evaluating and defending beliefs about truth in storytelling

Jessica Hochstetler, 2008

# Studying the Background of Arthur Miller's *The Crucible*

A WebQuest for 11th Grade English/Language Arts Classes

Designed by

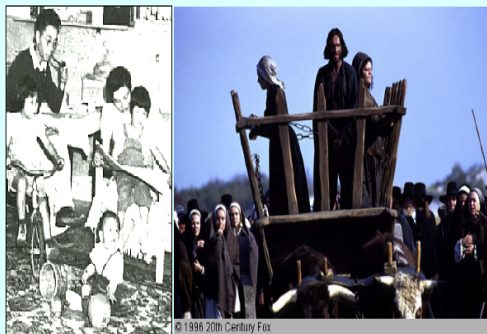
[April M. Moore](mailto:literatureteacher@yahoo.com)  
[literatureteacher@yahoo.com](mailto:literatureteacher@yahoo.com)



[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#)

## All students are *cheaters*-- Never trust them with anything

Have you ever been falsely accused? It doesn't feel very good. Take a look at the pictures below; then click to read a poem [Japanese Internment Camps](#) (after reading the poem, return to this page).



© 1996 20th Century Fox

### The Task

Arthur Miller's *The Crucible*, in the context of the historical Salem Witch Trials, shows many innocent people being accused of crimes/sins they did not commit. Throughout history, society has been blinded to similar occurrences, or "witch hunts." Indeed, Miller wrote *The Crucible* in response to one of those "witch hunts" that took place in his time period--McCarthyism.

### *The Question:*

What should be done to keep the innocent from being accused and presumed guilty?

Your job, in a group of 3 (or 4) students, is to research the background of the Salem Witch Trials, McCarthyism, and other "witch hunts" throughout history to find their causes, evaluate their consequences, and develop a solution that would help avoid and/or prevent such "witch hunts" in the future.

You will be creating a letter to the editor of a newspaper telling what society should do to prevent innocent people from being accused and presumed guilty in the future.

# 3rd

*Cluster and compress standards around higher level skills.*



Some of the CCSS address higher-level skills and concepts that should receive focus throughout the years of schooling, such as a major emphasis on the skills of argument in English Language Arts and the skills of patterning and problem solving in Mathematics. However, there are also more **discrete skills that may be clustered across grade levels and compressed around higher-level skills and concepts for more efficient mastery by gifted students.**

## Cluster Standards to Design Complex Tasks

- 4.2.: **Identify** the influences of setting on a selection
- 5.2: **Explain** the influence of setting
- 6.2: **Identify** the features of setting and explain their importance in literary text
- Analyze the implications of the setting of a text and how the setting impacts the main idea or theme.

## Cluster Standards to Design Complex Tasks

Socratic Seminar on *The Lottery* and *Harrison Bergeron*

What does *The Lottery* OR *Harrison Bergeron* teach us about the nature of bystanders in a time of crisis?

**Leading Questions:** In what ways do bystanders enable tyranny to rule and negative traditions to continue? What happens when no one stands up to repressive practices? What do bystanders gain through their passivity?

Focus on one negative practice/custom/ritual that takes place in our culture and dissect its insidious nature. In what ways does it reflect intentional ignorance as demonstrated in *The Lottery*?

**Leading Questions:** From what mindset does this custom originate? What do the participants achieve through this act (think lower centers of consciousness)? Why does this practice continue?

## Cluster Standards to Design Complex Tasks

Analyze how fear in individuals plays a major role in propagating repressive societies.

**Leading Questions:** Of what are people most afraid? From what does this fear stem? How can fear paralyze people and keep them from acting in everyone's best interest? Is the fear legitimate or imagined?

By reading *Harrison Bergeron*, what mindset, characteristics, and actions allow individuals to break free from controlling communities?

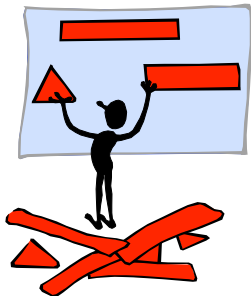
**Leading Questions:** What does it take for one to become an upstander in society? What do upstanders gain from their actions? If we admire heroic behavior, why does it not come naturally for most?

Analyze the nature of violence in ONE short story. What does the connection between violence and control suggest about humans?

**Leading Questions:** Can we be civilized and still kill others? Is violence necessary to keep order? How does violence reflect our repressed animal instincts? In what way(s) does harming others make us feel safe? What do we gain by controlling others?



Provide examples of differentiated task demands to address specific standards.



- 1) The differentiated examples should show greater complexity and creativity, using a more advanced curriculum base.
- 2) While typical learners might interpret a grade level graph to satisfy the data interpretation standard in Mathematics, the advanced learners might use real world and multiple data sets to interpret and show trends in data over time.

- Task demand: CCR 3.MD.8
  - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (on number lines, in graphs, and in words).
  - What is this demand asking all students to do? What does this look like in a general classroom?

## Example of Depth

- **General**
  - Students measure the number of seconds/minutes it takes their team to accomplish various tasks;
  - They determine the difference between their time and their partner's time, record it on a graph and compare the sum or difference
  - All data are represented by team on a class graph to compare information.
- **Gifted**
  - Is it better to have 4000 seconds or 6 hours? Prove it in pictures and words.
  - What is the average time for third graders to (choose your own...eat lunch, line up, finish a particular assignment)? Show your answer in words and pictures/graphs to the nearest minute and hour.

## A Science Example: *Migration*



- **Know:** animals' traits and needs
- **Understand:** that animals migrate in order to meet their needs.
- **Be able to:** trace an animal's migratory path and explain why it follows that pattern
- **Analytical** – Find two animals that share a similar migration pattern. Chart their similarities and differences. Be sure to include information on each animal's characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include an explanation as to why you think they share this pattern.
- **Practical** – National Geographic has asked you to research the migratory habits of \_\_\_\_\_ (your choice). They would like you to share your findings with other scientists AND to offer them recommendations about the best manner of observing in the future. Be sure to include information on the animal's characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include a "How To" checklist for future scientists to use in their research pursuits of this animal.
- **Creative** – You have just discovered a new species of \_\_\_\_\_. You have been given the honor of naming this new creature and sharing the fruits of your investigation with the scientific world via a journal article or presentation. Be sure to include information on this newly-discovered animal's characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include a picture of the animal detailed enough that other scientists will be able to recognize it.

05

Kristi Doubet

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### UNDERSTAND:

- Language is a powerful tool for expression and persuasion.

### ESSENTIAL QUESTIONS:

1. In what ways and for what purposes is language used?
2. What elements of language determine the message?
3. How is language changed to manipulate the message?
4. What other elements of communication can be used to convey meaning.

### BE ABLE TO DO:

Develop questions and ideas to initiate and refine research  
 Conduct research to answer questions and evaluate information and ideas  
 Recognize perspective in others  
 Apply persuasive techniques  
 Apply the elements of writing a business letter

### *Friendly Persuasion*

#### KNOW:

- The structure of a novel
- Persuasive techniques and how they are used in the novel in various situations



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You have finished reading *To Kill a Mockingbird* by Harper Lee. In the novel, several characters use language and other forms of communication to persuade other characters to adopt a certain course of action.

*To Kill a Mockingbird* is the only novel Harper Lee has ever written. She now lives quietly and anonymously in the South, rarely granting interviews. Many are disappointed that she has never written another book.

You have been hired by your hometown newspaper to persuade Ms. Lee to grant you an interview. As you plan your project, you will want to consider the following steps:

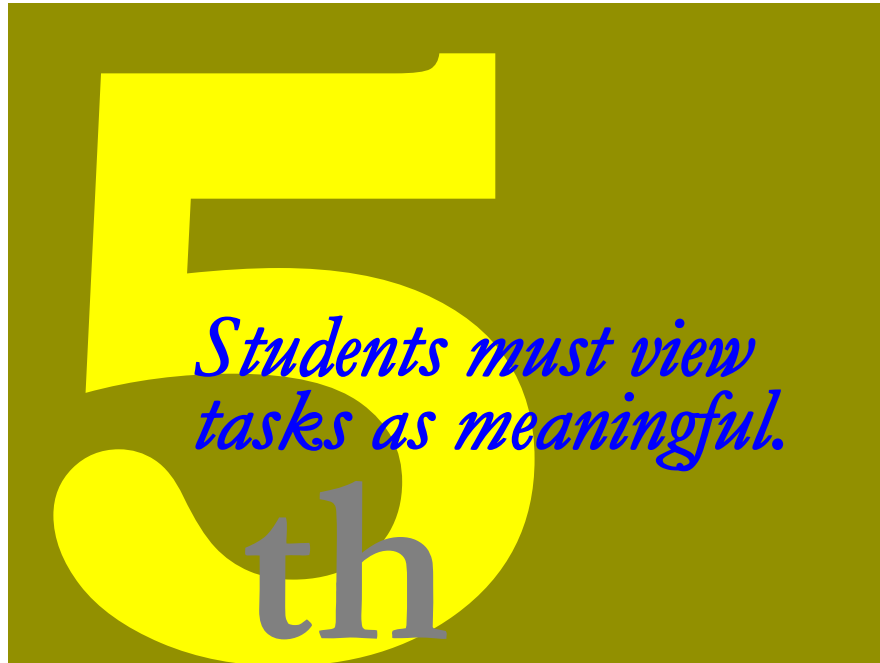
1. Conduct background research on the author;
2. Prepare a list of at least three sources in correct bibliographical form;
3. Write a letter to the author which uses two or more persuasive techniques to request an interview;
4. Develop a list of compelling questions and Ms. Lee's (hypothetical) answers in which you demonstrate a perceptive understanding of the author and of her only novel;
5. Write an article on Harper Lee which reflects your analysis and interpretation of the information you have gained from your research, your interview, and your study of the novel.

Pattonville School District

***Friendly Persuasion  
 Prompt***

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# C Create

## Interdisciplinary Product Demands

Align the project work that you have designed for advanced students to show how they connect to the CCSS and how multiple standards could be addressed across content areas.

For example, research projects could be designed that address the **research standard in English Language Arts and the data representation standard in Mathematics by delineating a product demand for research on an issue, asking researchable questions, using multiple sources to answer them, and then representing findings in tables, graphs, and other visual displays that are explained in text and presented to an audience with implications for a plan of action.**



\*\*\*Such a project might be possible for the gifted learner at an earlier grade than for a typical learner.\*\*\*

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October 12, 2005

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The great questions want to be answered in each of us. We almost can't help but attend when those questions are raised. *To teach is to help our students raise questions they care about and to set out together to look for answers.*

## Kids as Professionals



Delano Heroes film was made 5 years ago. I worked with a group of GT kids on that project. We did mini workshops on how to interview, run the camera, created a set of ten essential questions for each interviewee and set up appointments for every WWII vet in Delano that was willing. Some interviews were done at school in our studio. We went to some homes and the nursing home. It was a fabulous experience for everyone. We had about ten hours of interviews. Honor society students and a parent volunteer transcribed all the tapes, and the I edited it originally down to 30 minutes that included interviews from everyone. The final film is what you see on my website that has been edited from ten hours to ten minutes. My husband did the voice over narration and Reader's Digest gave us rights to the archival footage. About half of the vets we interviewed are now gone. I am still proud of that project because of the collaborative nature of it. It ran for a while on cable in the metro on pay per view through the History Center greatest generation project.

See film at: <http://chaseproductionfilm.com/delano-heroes.html>

In line with the ELA standards' recommendations, to promote students' continued development of research skills, teachers of the gifted may also infuse opportunities for research in students' areas of interests as well as creative production.

To address the curricular needs of gifted and high-potential students, teachers can differentiate curriculum through:

1. Posing progressively more **complex issues**
2. **Adjustment of texts** according to each student's reading level and interest
3. **Modification** of mathematical processes according to those **previously mastered**, and **pace** of instruction.
4. In cluster-grouped classrooms, teachers can use the CCSS as a basis for **pre-assessment** of where students are performing, and **adjust grouping** according to students' abilities, interests, and strengths with respect to literacy or Mathematics.
5. Teachers can **group advanced students** flexibly throughout the school day to allow students the opportunity to regularly engage with peers of similar abilities and interests according to individual literacy or mathematical skills addressed in the CCSS (such as speaking or reading and writing) or by a combination of skills.

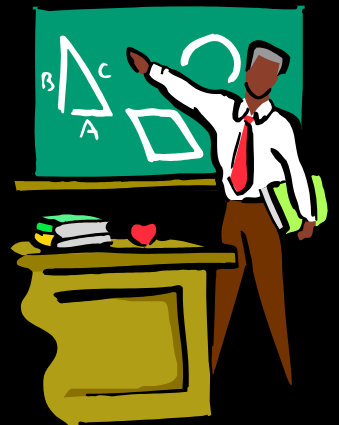
## Students With Potential in Mathematics

“Students with potential in Mathematics should experience rigorous Mathematics courses through a carefully **constructed, compacted and telescoped curriculum.**”

- ❖ Use of pre-assessments and ongoing assessments to ensure match between knowledge and skills and the student's current level of achievement and that above grade-level.
- ❖ Information about possible accelerated pathways for advanced high school students can be found in Appendix A of the CCSS for Mathematics. (See <http://www.corestandards.org/> for additional information.)

To prepare students for high school mathematics in eighth grade, districts are encouraged to have a well-crafted sequence of compacted courses.

When in doubt read through the appendices of the Common Core Standards.



To prepare students for high school mathematics in eighth grade, districts are encouraged to have a well-crafted sequence of compacted courses.

The compacted traditional sequence, or, “Accelerated Traditional,” compacts grades 7, 8, and High School Algebra I into two years: “Accelerated 7th Grade” and “8th Grade Algebra I.” Upon successful completion of this pathway, students will be ready for Geometry in high school.

The compacted integrated sequence, or, “Accelerated Integrated,” compacts grades 7, 8, and Mathematics I into two years: “Accelerated 7th Grade” and “8th Grade Mathematics I.” At the end of 8th grade, these students will be ready for Mathematics II in high school. While the K-7 CCSS effectively prepare students for algebra in 8th grade, some standards from 8th grade have been placed in the Accelerated 7th Grade course to make the 8th Grade courses more manageable.



## Other Ways to Accelerate Students Recommended In the Math Standards

Just as care should be taken not to rush the decision to accelerate students, care should also be taken to provide more than one opportunity for acceleration. Some students may not have the preparation to enter a "Compacted Pathway" but may still develop an interest in taking advanced mathematics, such as AP Calculus or AP Statistics in their senior year. Additional opportunities for acceleration may include:

1. Allowing students to take **two mathematics courses simultaneously** (such as Geometry and Algebra II, or Precalculus and Statistics).
2. Allowing students in schools with block scheduling to take a **mathematics course in both semesters** of the same academic year.
3. Offering **summer courses** that are designed to provide the equivalent experience of a full course in all regards, including attention to the Mathematical Practices.
4. Creating different compaction ratios, including **four years of high school content into three years** beginning in 9th grade.
5. Creating a **hybrid** Algebra II-Precalculus course that allows students to go straight to Calculus.

## The Common Core and Your Expertise

New applications for defining and targeting students' academic readiness levels, interests, and learning preferences can help teachers create a PERSONAL PLAYLIST of lessons, tools, and activities that deliver content in ways that align with individual needs and optimal learning environments.



## Poetry: Voice, Identity, Perspectives



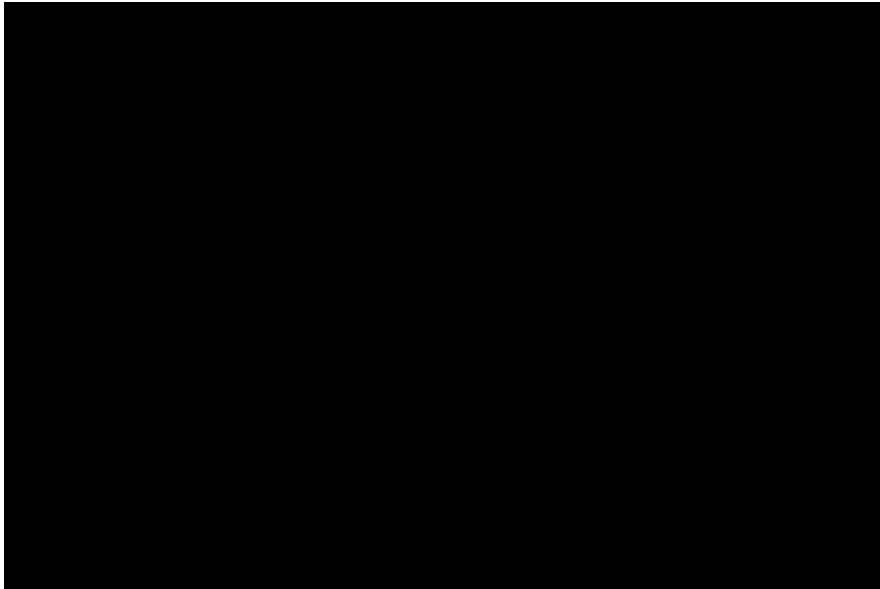
Garrett's Poem

- People develop an identity throughout their lives.
- Our identities matter to us.
- Our identities are shaped by intentional acts and chance occurrences.
- Writers' explore the identities of characters to help readers explore their own identities. Writers' voices reveal much about their identities.
- Voice reflects culture, personality, time, and opinions of the writer.
- Voice is influenced by and influences literary form.

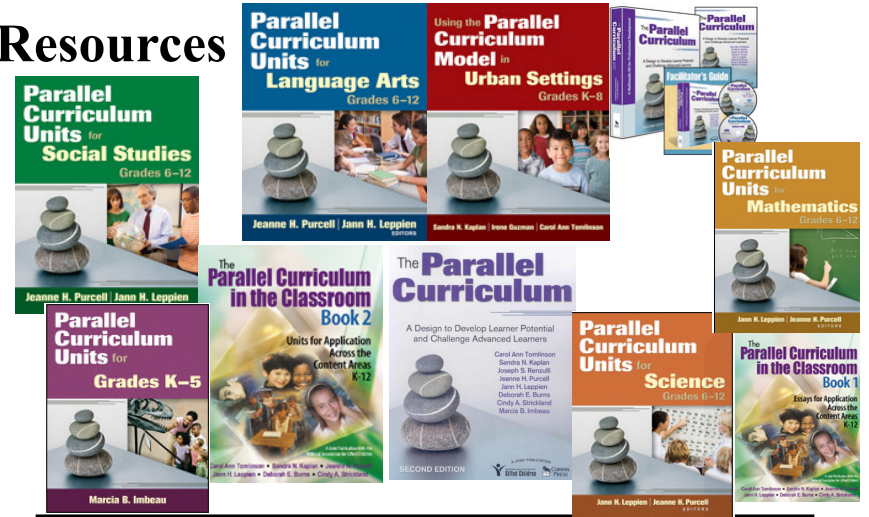
**Garrett R., a middle school student at New Line Learning Schools, wrote this poem to describe his experience as a victim of bullying. After reading this poem in public, he received a standing ovation from his class, and the bullying ceased.**



The RULER Approach to Social and Emotional Learning, Yale University



# Resources



Tomlinson, C.A., Kaplan, S.N., Renzulli, J.S., Purcell, J., Leppien, J., Burns, D.E., Strickland, C.A., & Imbeau, M.B. (2008). *The parallel curriculum: A design to develop learner potential and challenge advanced learners* (2<sup>nd</sup> ed). Thousand Oaks, CA: Corwin Press, Inc.