

SIMON FRASER UNIVERSITY
EDUCATION 371-3
(T1.00)
SPECIAL TOPIC:
PROGRAMMING FOR GIFTED STUDENTS

Summer Session, 1991
(July 15 - 24)
Monday - Saturday, 8:30 a.m. - 12:20 p.m.
Location: Burnaby

Instructor: L. Kanevsky

PREREQUISITE: Educ 401/402, or equivalent and certified practising teacher.

COURSE DESCRIPTION

The special abilities and needs of gifted children create special challenges for the regular classroom teacher who needs to be equally concerned about the provision of appropriate learning experiences for all of the students in the class. In this course, teachers will be introduced to and apply a systematic procedure for recognizing the child who needs a greater challenge in order to develop his or her potential and then modifying, or differentiating, regular learning activities to make them more responsive to the child's strengths, weaknesses and interests ... without IQ test scores. Many of the strategies for differentiation that will be suggested can provide enriched learning for students of all ability levels, but have the added benefit of raising the ceiling on activities to allow the bright and gifted children to soar to heights of skill and understanding that would not have been possible without the modifications.

Participants are asked to bring the teaching materials they will use in their classrooms so that, upon completing this course, they will have differentiated their own lessons so that they become more appropriate for a bright child (real or hypothetical) in their own classrooms.

COURSE OBJECTIVES

The objectives of this course are for participants to:

- a) be able to recognize those students in the regular classroom who may benefit from more challenging and/or abstract learning activities.
- b) be able to differentiate the content, process, product and learning environment of regular curricular activities so that the modified tasks provide more able learners with learning experiences that are responsive to their strengths, weaknesses and interests in order to promote the optimal development of their cognitive, affective and social skills and knowledge.
- c) to develop a series of systematically differentiated learning experiences, in one or more subject areas, with a particular child in mind (real or hypothetical), ready for use in the regular classroom.

REQUIRED TEXT

Maker, C.J. (1982). *Curriculum development for the gifted*. Rockville, MD: Aspen.

(OVER)

GRADING

Interview — participants will discuss, one-on-one, with a “gifted” child what it is that can turn them on or off to learning (10%). Submission of tape recording and 3-5 page summary of highlights.

Homework assignments (30%)

These will require either:

- a) the application of skills and knowledge presented in class so that participants receive individual feedback regarding their progress; or
- b) preparation of material for use in class activities.

Lesson plan sequence (45%)

Development of 5 days of lesson plans for the majority of students in the teacher's class and differentiated lesson plans for one bright/gifted student.

Participation in small and whole group activities in class (15%)