Woodridge School District 68
Office of Teaching and Learning
Gifted Curriculum Framework
Fact Sheet

FAQs

Q: Why does there need to be a different curriculum for gifted learners?
A: Gifted students usually comprehend complex ideas quickly, learn more rapidly and in greater depth than their peers. They also have very different interests than their peers. To address these differences, a qualitatively different curriculum is needed.

Q: How is the curriculum for gifted learners different from the general education curriculum?
A: Gifted students' learning is best served by thematic, broad-based and integrated content rather than just single subject areas. An entire content area arranged and structured around a concept can be mastered in much less time than is traditionally allotted. Concept based instruction expands students' opportunities to generalize and apply ideas. Gifted students benefit greatly from curriculum experiences that cross and go beyond traditional content areas.

Q: What are some examples of this type of curriculum?
A: Textual materials *are not a curriculum*, they are tools to be used in a gifted curriculum. Materials from *The Center for Gifted Education* are excellent resources for teachers of gifted students developing curriculum. Prufrock Press also has materials that assist teachers in developing a differentiated, integrated curriculum based on broad themes.

The development of a curriculum for gifted learners requires additional considerations. The following areas are included in curricular units developed. While not a curricular unit in and of itself, social emotional learning is addressed throughout the curriculum. The framework should also be used when developing curriculum for gifted learners in the general education classroom.

Acceleration of content
- Fewer tasks to mastery
- Standards clustered by higher order thinking skills (HOTS)
- Pre-assessments used

Complexity in process and content
- Thinking and process skills
- Use of complex texts
- Use of multiple sources

Depth of content, process, product
- Concepts from multiple applications (math, language arts, social studies, etc)
- Original research (in area of passion as well as other areas)
- Product development

Challenge in content and process
- Reasoning skills
- Advanced resources (above grade level)
- Cross disciplinary
- Stimulating and sophisticated content
- Technology

Creativity in product and process
- Oral and written communication
- Real world audience and application
- Alternatives for tasks/products (generate real responses, not choosing from choices)
- Problem solving
- Technology

Sources for the framework:
VanTassel-Baska, J. (2003). *Curriculum planning and instructional design for gifted learners.*
Karnes, F. & Stephens, K. (2008). *Achieving excellence, educating the gifted and talented.*