



Curriculum Models for Advanced Learners

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Document Use

This document has been designed to provide examples of various programming and curriculum model options for schools and/or advanced/gifted learners.

This document is intended to assist administrators and educators in choosing appropriate programming and/or curriculum models for their student populations. Many of the models can be combined to address different RTI² tiers or specific school population needs.

Models are listed in alphabetical order.

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Catalyst Model



Overview: Gifted students are gifted all of the time, and need appropriate supports in all of their classes throughout the school day. This is a consultant based approach to gifted education. Consultants help classroom teachers co-plan through differentiation for their gifted students. If the differentiation is not enough, the consultant then has direct contact with the student and brings in outside sources for highly individualized learning. This model was created to encourage teachers to take on more responsibility for gifted education in order to promote greater advocacy and services.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Mostly tested in elementary, due to the feasibility of thematic organization of curriculum. Cycle: co-plan, co-teach, reflection/assessment, co-teach. Two-day training session prior to implementation, monthly meetings to check-in on development. Every school has a talent development teacher.

English learner (EL) options: Talent development teacher works with EL teacher to meet the needs of advanced EL students .

RTI²: Can be implemented throughout RTI² tiers.

Additional information: The classroom and talent development teachers decide together how instruction is delivered. If pull-out time is needed, the talent development teacher relies on curriculum units written for advanced learners.

Is this a schoolwide model: Yes

Do corresponding curricula exist? No

Compatible with other models: Yes

Grid Model

Content

Process

Product

Affective

Overview: The Grid is a model to construct differentiated curriculum. It includes and organizes all the various components needed in a differentiated curriculum. To begin planning the curriculum, it is necessary to have a theme, rather than a topic as the organizing elements. The components of the grid are content, processes (fundamental skills and thinking skills), and products. Affective concerns are considered in the plan.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Extensive planning time needed.

EL options: EL teachers differentiate for advanced EL students. Focusing on a theme is very important when ELs try to make connections to the work around them.

RTI²: Can be implemented throughout RTI² tiers.

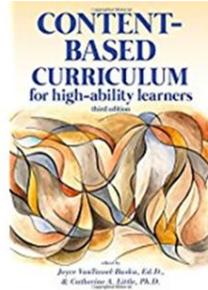
Is this a school-wide model: Yes

Do corresponding curricula exist? No

Compatible with other models: Yes

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Integrated Curriculum Model (ICM)



Overview: The Integrated Curriculum Model is a curriculum framework and subsequent units of study for classroom use with high-ability learners. Designed to respond to gifted learners' characteristics through three dimensions: advanced content, higher level processes/product development, and interdisciplinary concepts, issues, and themes.

Applications: All ages and content areas; any type of school

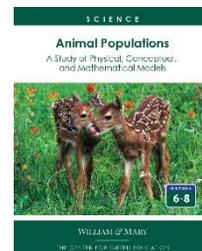
Additional Considerations:

Implementation: Curriculums written for advanced and gifted students must be purchased.

EL options: Curriculums can be taught by an EL teacher or translated as needed for students to understand the visual aids and/or content.

RTI²: Curriculums can be used for enrichment groups or by a pull-out specialist.

Additional information: Written specifically for gifted/academically advanced students. Teachers should be trained and have sensitivity to the nature and needs of gifted/academically advanced students.



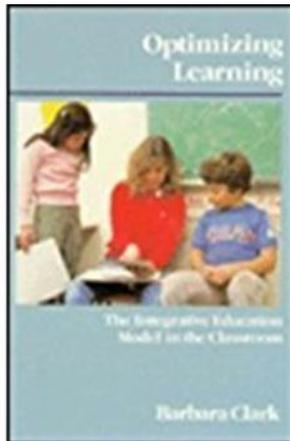
Is this a school-wide model: No

Do corresponding curricula exist? Yes

Compatible with other models: Yes

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Integrative Curriculum Model (IEM)



Overview: Gifted students are gifted all of the time and need to be served in all of their classes throughout the school day. This is a consultant based approach to gifted education. Consultants help classroom teachers co-plan through differentiation for their gifted students. If the differentiation is not enough, the consultant then has direct contact with the student and brings in outside sources for highly individualized learning. This model was created to encourage teachers to take on more shared responsibility for gifted education in order to promote greater advocacy and services.

Applications: All ages and content areas; any type of school

Additional Considerations:

Implementation: This model is applicable for enrichment courses, individual classrooms, whole-school, or as a classroom curriculum.

EL options: Consultants work with the EL teacher to add depth and complexity in the EL classroom.

RTI²: Model can be used for enrichment groups or a pull-out.

Additional information: Consultant should have training in gifted education.

Is this a school-wide model: Yes

Do corresponding curricula exist? No

Compatible with other models: Yes

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Levels of Service Model

- I. Services for ALL students (e.g., field trips, guest speakers, individual learning styles, creative and critical thinking skills, etc.)
- II. Services for MANY students (e.g., science fair, competitions, extended group projects, etc.).
- III. Services for SOME students (e.g., acceleration, honors or AP classes, performing groups, etc.).
- IV. Services for a FEW students (e.g., early admission, internships, dual enrollment, etc.).

Overview: The model seeks to take the best elements of other gifted programs and create a model that allows for a wide range of creative activity and talent development. There are four levels of service, from all students to a select few. The Levels of Service Model serves all students at all levels. Outside experts are brought in to teach at higher levels of service. The levels are integrated into the school's total program.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: The model is time intensive and assumes total-school buy-in as well as a wealth of resources.

EL options: EL teacher and gifted specialist collaborate ensuring EL learners are placed at the correct challenging level and still receiving language support.

RTI²: This model is similar to the RTI² model in that all students are exposed to creative and critical thinking (Tier I) then fewer receive advanced levels.

Is this a school-wide model: Yes

Do corresponding curricula exist? No

Compatible with other models: Yes

Mentoring Mathematical Minds Model



Overview: *Project M²: Mentoring Young Mathematicians* is a series of eight curriculum units designed for grades K–2 to foster inquiry and engage students in critical thinking, problem solving, and communication activities. *Project M³: Mentoring Mathematical Minds* is a series of curriculum units developed to motivate and challenge mathematically talented students at the elementary level grades 3-6.

Applications: Kindergarten through sixth grade curriculum for math.

Additional Considerations:

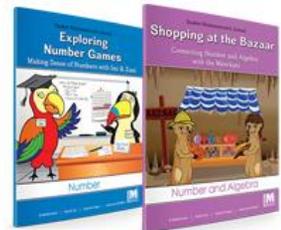
Implementation: Curriculum must be purchased.

EL options: Curriculum can be taught by EL teachers and modified or translated as needed. It helps ELs make connections.

RTI²: Curriculum can be used in enrichment groups or pull out.

Additional information: Designed to create an enriched and accelerated curriculum for mathematically talented elementary students.

- Advanced Content
- Enrichment



Is this a school-wide model: No

Do corresponding curricula exist? Yes

Compatible with other models: Yes

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Multiple Menu Model

Curriculum = Knowledge + Instructional Techniques

Overview: The Multiple Menu Model is a management plan for developing and re-conceptualizing curriculum development. This model should be used as an aid for curriculum developers in order to incorporate different theories and models into curricular instruction. Based on the core concepts and principles within disciplines, as well as how knowledge develops, this model is a tool for the development of engaging and effective curricula

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Requires extensive planning time and access to research materials for students.

EL options: Model can be used to organize EL and general education curriculum.

RTI²: The knowledge menu is similar to Tier I. The instructional techniques will change in the enrichment tiers as will the products.

Additional information:

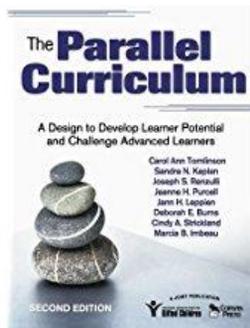
- Knowledge menu
- Instructional objectives/student activities menu
- Instructional strategies menu
- Instructional sequences menu
- Artistic modifications menu
- Instructional products menu

Is this a school-wide model: Yes

Do corresponding curricula exist? No

Compatible with other models: Yes

Parallel Curriculum Model



Overview: The Parallel Curriculum Model is teaching content through key concepts and principles. Takes place in the classroom and can benefit all students through differentiation and ascending levels of intellectual demand. The four strands—core curriculum, curriculum of connections, curriculum of practice, and curriculum of identity—each offer an important part of education for gifted and talented learners.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Teachers need to be properly trained in implementing the four strands and ascending the intellectual demand for gifted students. Extensive planning time needed by teachers to extend the core curriculum through key concepts, making connections, using the skills of practitioners, and helping students make meaning out of content. Teachers and students need proper resources for moving through the strands.

EL options: Include EL teachers in the training and planning so they can implement all strands with the EL students.

RTI²: The three strands after core curriculum are appropriate for enrichment tiers.

Additional information:

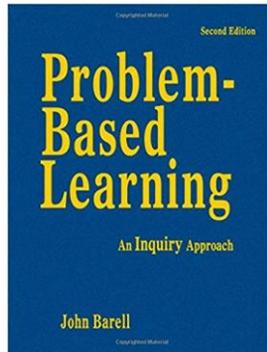
Is this a school-wide model: Yes

Do corresponding curricula exist? Yes

Compatible with other models: Yes

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Problem-Based Learning Model



Overview: Student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. Students engage in teacher-designed simulations. Students approach a problem from the point of view of a stakeholder. Students act the part of the stakeholder as they work to understand and solve a problem. Process supersedes content. However, content is encountered along the way.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Teacher training in problem-based learning (PBL) improves fidelity of implementation.

EL options: PBL activities can be translated or modified as needed.

RTI²: Enrichment time can be used for PBL.

Additional information:

This model is applicable in the following ways:

1. enrichment courses
2. individual classrooms

Is this a school-wide model: No

Do corresponding curricula exist? Yes

Compatible with other models: Yes

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Purdue Three-Stage Enrichment Model

Overview: Includes divergent and convergent thinking, complex problem solving, independent study skills, and secondary program options. Regardless of age or content area, the core goal of this model is to move the student from novice toward practitioner. This model can be implemented as a wide-reaching program, or as a smaller curriculum. Through three distinct stages, this model begins with covering basic levels of knowledge, continues with the application of that knowledge and skills, and finishes with students solving real-life problems. Because of its simple steps, this model is not difficult to implement, needing only a variety of resources for students to interact with at the second and third stages. This model is both flexible and adaptable to many different settings and is low cost.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Teachers in stage 2 and 3 (stages listed in additional information below) should have training or collaborate with someone who has gifted training.

EL options: EL teacher can implement each stage as needed.

RTI²: Stages listed below mirror RTI² tiers.

Additional information:

- Stage 1: Students learn initial information and basic content knowledge through instruction and activities.
- Stage 2: Students collaborate in small groups and interact with content-based problems by applying creative and critical thinking.
- Stage 3: Students work independently with real-life problems; students apply knowledge and skills to create quality products.

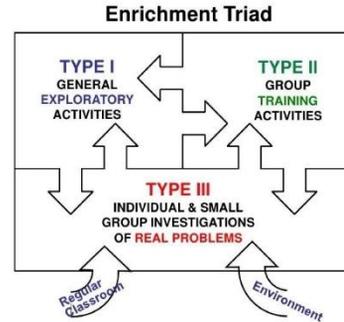
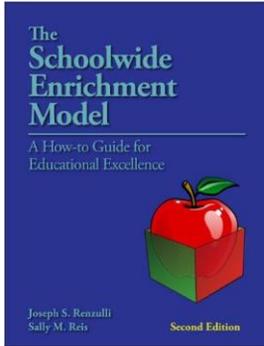
Is this a school-wide model: Yes

Do corresponding curricula exist? No

Compatible with other models: Yes

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Schoolwide Enrichment Model



Overview: The Schoolwide Enrichment Model seeks to provide identified students with enrichment activities that challenge and engage. Through this model, students will develop creative potential and productivity as well as become partners in their own learning and education. By incorporating the Enrichment Triad, this model encourages students' creative and reflective thinking through enrichment activities. This model also makes use of ascending levels of intellectual demand in which students move toward becoming professionals in the field.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Encourages building a talent pool. Teachers need a mindset that gifted and advanced students can be found at every school.

EL options: EL teachers can use any activity as the rest of the school and modify as needed.

RTI²: Enrichment Type I and II fall into Tier I instruction. Type III falls into the enrichment tier with many students.

Additional information:

- Type I Enrichment; General Exploratory Activities
- Type II Enrichment; Group Training Activities
- Type III Enrichment; Self-selected Problems and Authentic Audiences

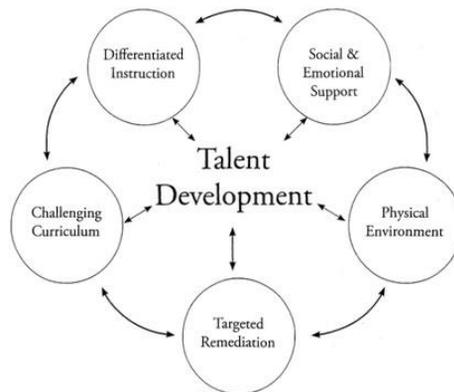
Is this a school-wide model: Yes

Do corresponding curricula exist? No

Compatible with other models: Yes

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Talent-Centered Model for Twice-exceptional Students



Overview: The Talent-centered Model for Twice-exceptional Students (Baum, 2008) was purposefully designed to meet the complex needs of gifted students with learning and attention issues. Understanding the traits of gifted students with learning disabilities gives credence to the idea that an appropriate model for these students builds on their strengths rather than simply remediate weaknesses. In this approach, curriculum and instruction is strength-based, reflecting the strengths, interests, and talents of the students. Additionally, the program is talent-centered, providing opportunities for these students to develop their special gifts in their own right.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Collaboration needed between experts in field of learning disability and giftedness.

EL options: EL teachers should be included as this applies to EL students.

RTI²: Applicable in any tier.

Additional information: Teachers need to adapt the curriculum according to the strengths of the students. Support/scaffolding needs to be provided.

Is this a school-wide model: No

Do corresponding curricula exist? No

Compatible with other models: Yes

Talents Unlimited Model



Overview: Staff development based model structured to help educators develop the creative and critical thinking skills of their students. This model embraces the philosophy that traditional academic success is not the only indicator of a person's ability to think and solve problems, and that a person can express his or her intellectual potential in a variety of forms. The model categorizes six talent areas—productive thinking, decision making, planning, forecasting, communication, and academic—and outlines a staff development program to help teachers nurture each of these talents in the classroom.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Required purchase of training materials. Two-day initial training required. Requires at least a two-year commitment from schools.

EL options: EL teachers need to be included in the training.

RTI²: This model could be used in Tier I and in an enrichment tier.

Additional information: Not specifically for gifted learners.

- Introductory sessions on multiple talent instruction.
- Modeling and demonstration of talents instruction.
- Classroom practice teaching sessions.
- One-to-one and small-group planning sessions.
- Once trained, access provided to teacher-created lesson database

Is this a school-wide model: Yes

Do corresponding curricula exist? Yes

Compatible with other models: Yes

Trifocal Model for Underachievement



Overview: This model was designed to reverse and prevent underachievement. It was developed for both gifted students and children of all ability levels. The three key factors in this model are the child, the home, and school environments that surround the child. However, if the child in the program based on this model does not have home support, the model can be adapted for the child by providing the child with a child advocate (e.g., counselor, gifted coordinator, or special education teacher), and this adaptation is referred to as the “bifocal” version of the model.

Applications: All ages and content areas. Any type of school.

Additional Considerations:

Implementation: Model has six steps including assessment.

EL options: EL students treated the same. This model focuses on the sociocultural aspect of learning which is important for ELs.

RTI²: Can be applied in all tiers.

Additional information: Underachievement

- **Cause 1:** The pressures of giftedness, low self-efficacy, the lack of resilience in competition
- **Cause 2:** Inappropriate classroom environment (e.g., low effort + high outcome, high effort + low outcome, low effort + low outcome)
- **Cause 3:** Inappropriate parenting style (e.g., authoritarian, permissive indulgent)

Is this a school-wide model: Yes

Do corresponding curricula exist? No

Compatible with other models: Yes



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