

Differentiation Strategies for High-End Learners:
A Response to Instruction

CURRICULUM COMPACTING

Curriculum Compacting: Pre-assessment

- What is curriculum compacting?
 - Streamlining curriculum so that students who demonstrate mastery of material can work on alternate assignments in their area/s of interest.



Curriculum Compacting

- When is curriculum compacting appropriate?
 - a. When students demonstrate mastery of grade level content
 - b. When students demonstrate mastery of content in a particular area
 - c. When students demonstrate mastery of content in a particular subject
 - d. Whenever students demonstrate mastery of grade level content



Curriculum Compacting

How can I find out which students have already mastered material to be taught?

❖ By Pre-asses

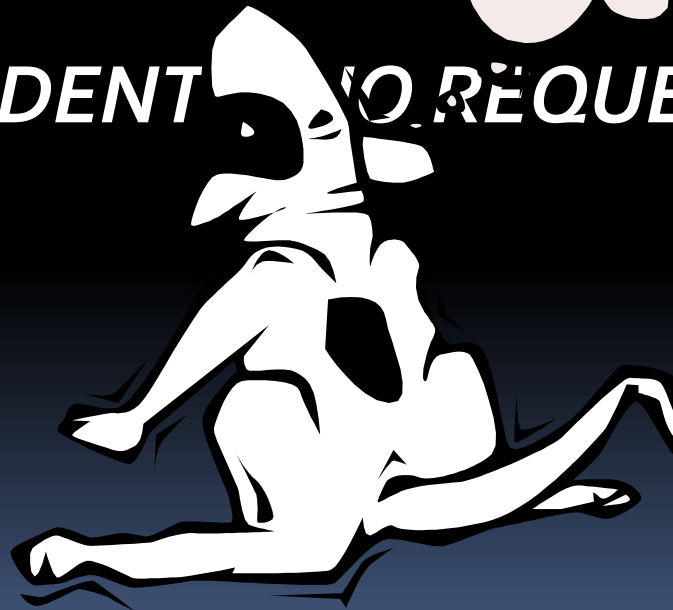


Curriculum Compacting

Who should be allowed to participate in pre-assessment and curriculum compacting?




a. ANY STUDENT WHO REQUESTS IT!






Curriculum Compacting

- Why is curriculum compacting important?
 - Student engagement
 - Provides appropriate challenge through acceleration and / or added depth and complexity
 - Promotes academic excellence for all students
 - Frees time for teachers to spend with students who need additional direct instruction.
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Curriculum Compacting

Fascinating Facts

- Gifted students may enter your class knowing up to 50-60% of the material to be taught in their area/s of giftedness.
 - Gifted students learn new material with an average of 1-3 repetitions compared to the average student who may need up to 15 repetitions.
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Curriculum Compacting



- Steps in curriculum compacting
 - Decide the main objectives of the chapter / unit to be taught.
 - Pre-asses the students for mastery
 - Document student mastery and weaknesses
 - Provide opportunities for alternate assignments in the student's interest area to replace the "regular" work for mastered objectives.

Curriculum Compacting

1. Decide on the big idea and major objectives of the chapter/unit

- ALCOS
- ARMT
- Text
- Pacing Guide
- Teacher generated



Curriculum Compacting



2. Pre-assess

- End of chapter or unit test
- Free write
- Concept map (<http://www.inspiration.com/Freetrial>)
- Mind map
- Short conference
- Authentic assessment with teacher checklist
- Graphic organizer
- Concept illustration

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- Decide what constitutes mastery
 - 85% - 90% over the whole unit?
 - Student joins the class for instruction in non-mastered objectives?
 - Teacher can decide if students needs to take post-test to assure mastery in areas of weakness.



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3. *Document*

- *Strengths*
- *Weaknesses*





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- WHAT ABOUT GRADES?
 - Student earns an “A” every day the class works on skills mastered on the pre-test.
 - Student joins class for lessons not mastered on pre-test and earns a grade for that day.
 - Student may take post-test if desired to earn “A” for the unit.
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4. Provide alternate activities

- Incorporate student interest
- Allow student choice
- Establish clear rules for student conduct while working on alternate activities



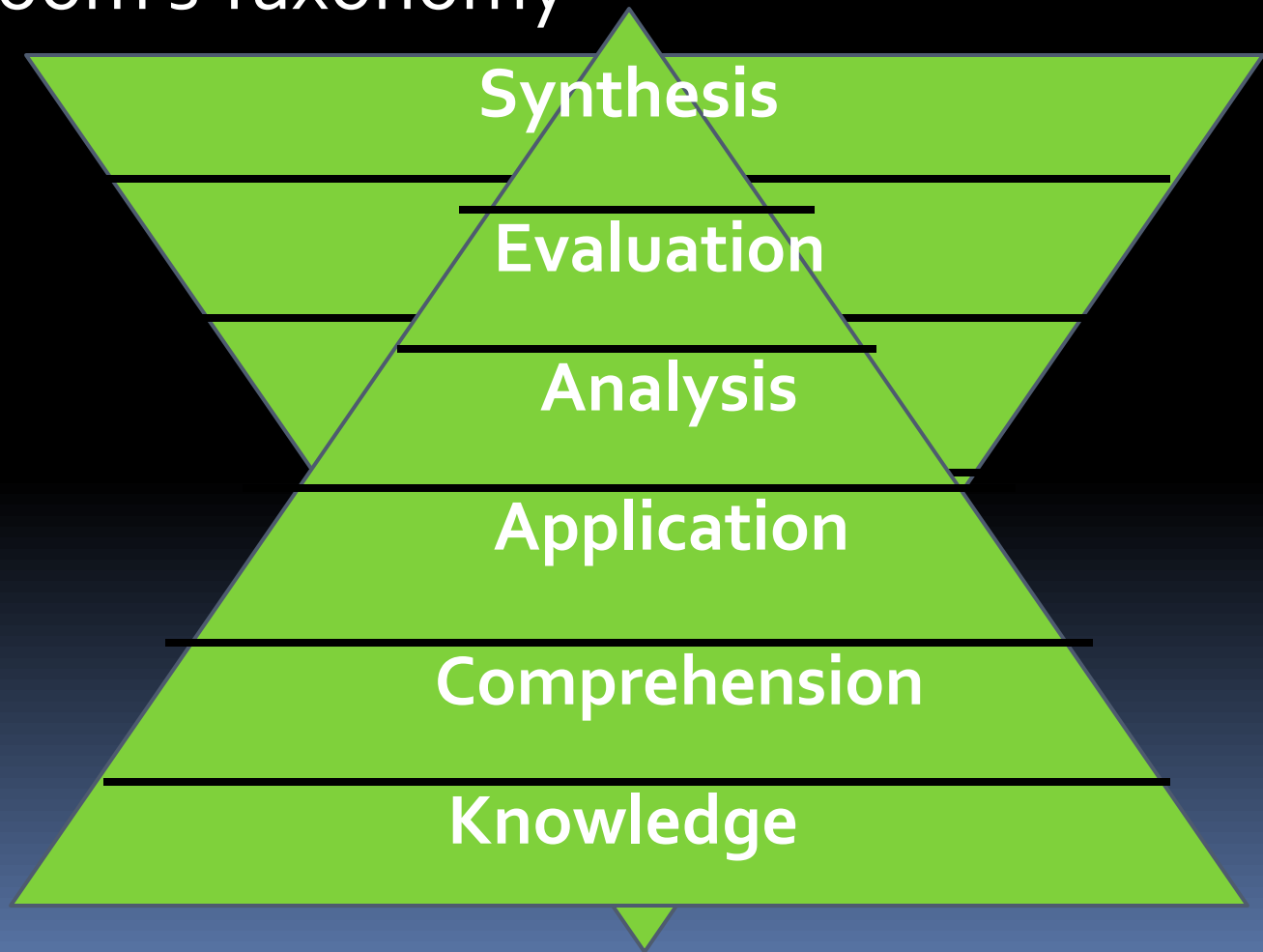
Curriculum Compacting

- Alternate Activities should provide for special needs of gifted students
- Depth
- Complexity
- Acceleration
- Opportunities to express creativity



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- Bloom's Taxonomy






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- Ideas for alternative activities
 - Orbital Studies
 - Anchor Activities
 - Independent Study
 - Web Quest (<http://webquest.org>)
 - Work at Independent Learning Centers
 - Student Choice (Teacher approved!)



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- Where is the best place to start?
 - Skills Based activities
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Curriculum Compacting

- Where to start
 - Social Studies
 - Map skills
 - Geography
 - Dates
 - Current Events




Curriculum Compacting

- Where to start
 - Science
 - Scientific Method
 - Lab safety skills
 - Periodic Table
 - Physiology
- 




Curriculum Compacting

- Where to Start
 - English/Language Arts
 - Spelling
 - Vocabulary
 - Phonics/word study
 - Comprehension
 - Grammar
 - Punctuation
- 




Curriculum Compacting

- Where to Start?
 - Math
 - Computation
 - Algebraic equations
 - Geometric shapes
 - Theorems
- 



Curriculum Compacting

- Where to start
 - Physical Education
 - Rules of the game/s & scoring
 - History of the game/s
 - Health and hygiene
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Curriculum Compacting

- Non-negotiables
 - Students who compact out will not be required to complete “regular” work before undertaking activity of choice.
 - Alternative work will not be more of the same (MOTS) .
 - Teacher must establish rules of conduct while students engage in alternative work.

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- How do I grade “alternative” assignments?
 - Rubrics (<http://www.rubistar.com>)
 - Authentic audience
 - Authentic product
 - Student Reflection

What are YOUR ideas for how to include curriculum compacting in your classroom?




Curriculum Compacting

- Upload your lesson plan to the Moodle Class website.
- Elementary : <http://atim.cc/course/view.php?id=377>
- Secondary : <http://atim.cc/course/view.php?id=378>
- Teach the lesson
- Follow-Up:
 - Webinar to discuss the effectiveness of the lesson and how to continue improvement
 - WIKI to write a minimum of four paragraphs reflecting on the effectiveness of the lesson and how to continue improvement. In addition, post feedback to two other teacher postings.



Bibliography

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