



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

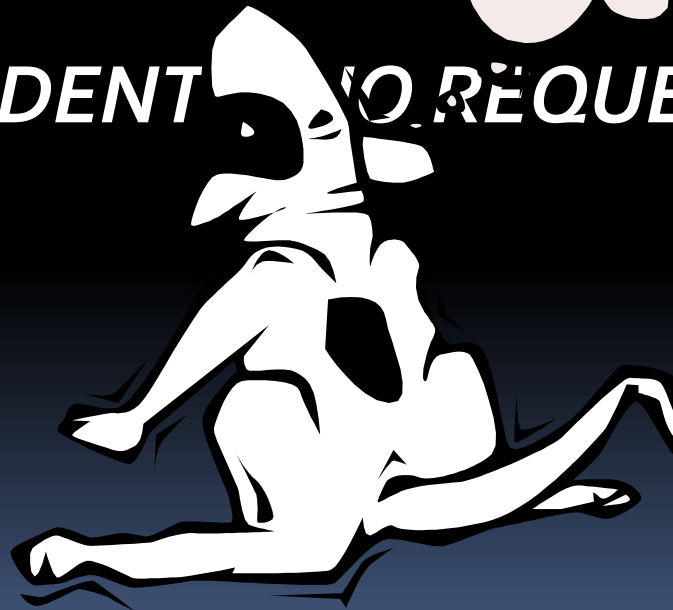


# Curriculum Compacting

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.
- 



# 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.
- 

# 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

# Curriculum Compacting

- 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.



# Curriculum Compacting


## 3. *Document*

- *Strengths*
- *Weaknesses*





# Curriculum Compacting

- 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.
- 

# Curriculum Compacting

## 4. Provide alternate activities

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



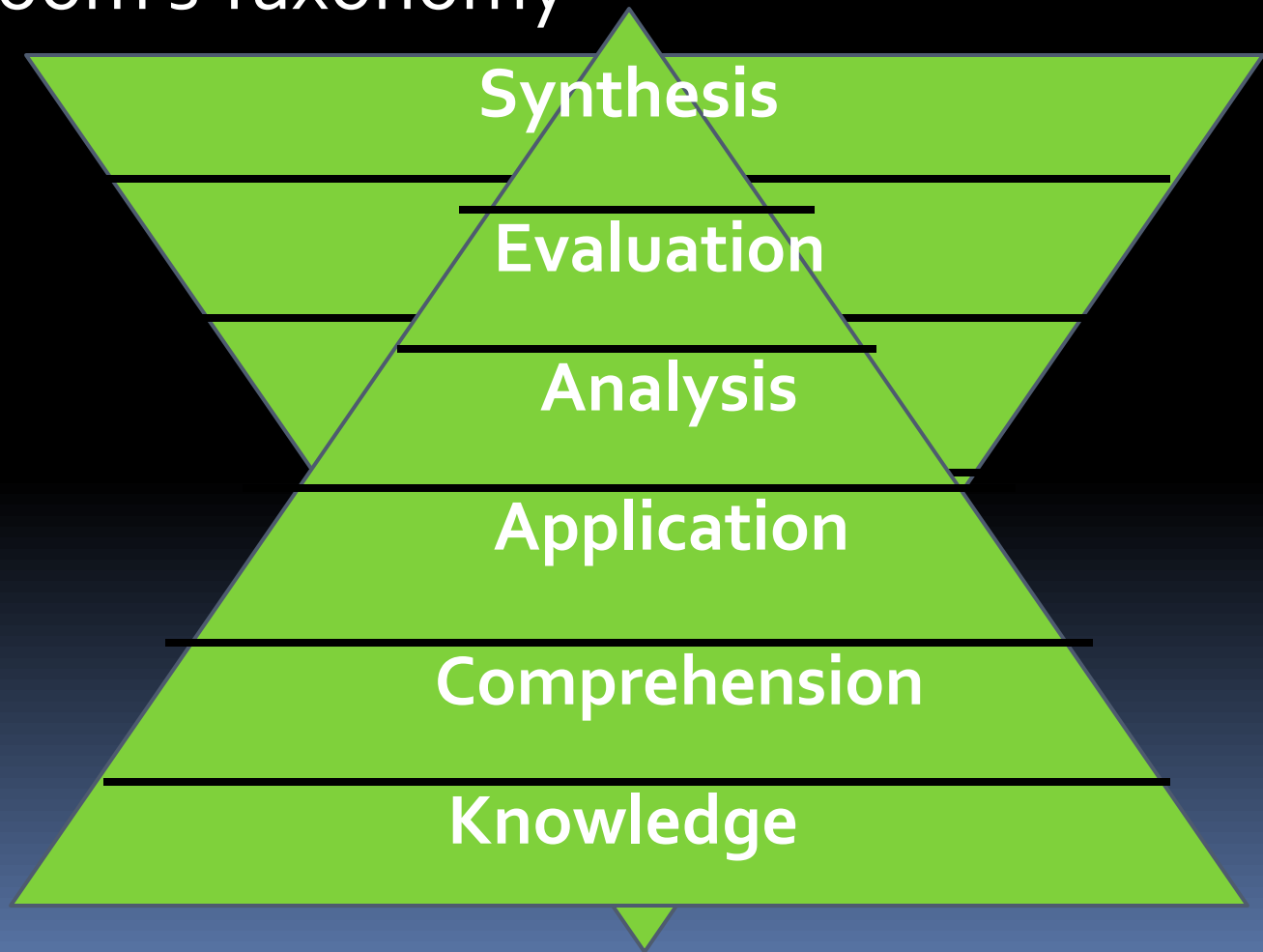
# Curriculum Compacting

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



# Curriculum Compacting

- Bloom's Taxonomy








# Curriculum Compacting

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



# Curriculum Compacting

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




# 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
- 

# 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.



# Curriculum Compacting

- 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

- Diehn, G. (1998). *Making Books that Fly, Fold, Wrap, Hide, Pop Up, Twist & Turn*. Lark Books, NY.
  - Kingore, B. (2004). *Differentiation: Simplified, Realistic, and Effective*, Professional Associates Publishing.
  - Northey, S. (2005). *Handbook on Differentiated Instruction for Middle and High Schools*, Eye on Education, Inc.
- 



# Bibliography

- Heacox, D. (2002). Differentiating instruction in the regular classroom. Free Spirit Publishing, Minneapolis, MN.
  - Lewis, B. (1998). The Kid's Guide to Social Action. Free Spirit Publishing, Minneapolis, MN.
  - Coil, C. (2004). Activities and Assessments for the Differentiated Classroom.
- 