



# CONTENT- BASED CURRICULUM

for high-ability learners

*second edition*

*edited by*

*Joyce VanTassel-Baska, Ed.D.,  
& Catherine A. Little, Ph.D.*

# Content Based Curriculum For High Ability Learners 2nd Edition

**M Tight**



## **Content Based Curriculum For High Ability Learners 2nd Edition:**

**Content-Based Curriculum for High-Ability Learners** No Contributor, Joyce VanTassel-Baska, 2010-07 This newly updated edition provides a solid introduction to curriculum development in gifted and talented education Written by experts in the field of gifted education this text uses cutting edge curriculum design techniques and aligns the core content with national and state standards In addition to a revision of the original chapters the second edition contains new chapters on topics such as second language learning leadership arts curriculum and technology The text identifies the basic principles of curriculum development accelerated learning within the core content areas use of higher order process skills development of creative student products and concept development and learning These techniques are incorporated into a chapter on each core content area language arts mathematics science and social studies as well as world languages and the arts The final chapters focus on the roles of teachers program coordinators and administrators during curriculum design including selecting resources and materials aligning curriculum and assessing student learning from back cover

**Content-Based Curriculum for High-Ability Learners** Joyce VanTassel-Baska, Catherine A. Little, 2021-09-03 Content Based Curriculum for High Ability Learners 3rd ed provides a solid introduction to core elements of curriculum development in gifted education and implications for school based implementation Written by experts in the field this text uses cutting edge design techniques and aligns core content with national and state standards In addition to revised chapters the third edition contains new chapters on topics including special populations of gifted learners critical thinking leadership and university level honors curriculum The text identifies fundamental principles of curriculum that support advanced and high potential learners accelerated learning within the core content areas use of higher order processes and products and concept development These emphases form threads across chapters in core content areas including language arts mathematics science social studies world languages and the arts Additional chapters explore structures to support implementation including alignment with standards assessment of learning counseling and promoting exemplary teacher practice through professional development

**Content-Based Curriculum for Advanced Learners** Joyce VanTassel-Baska, Catherine A. Little, 2023-01-23 The fourth edition of Content Based Curriculum for Advanced Learners provides readers with a complete and up to date introduction to core elements of curriculum development in gifted education with implications for school based implementation Written by key experts in the field this text is essential to the development of high powered rich and complex curricula that treat content process product and concept development considerations as equal partners in the task of educating gifted learners Along with revised chapters this edition contains new chapters on culturally responsive curriculum the performing arts robotics and engineering design as well as social and emotional learning Additional material concerning talent trajectories across the lifespan accompanies a discussion of honors curriculum in higher education rounding out this comprehensive resource This master text is a must read for educators interested in executing effective

curriculum and instructional interventions to support learning for gifted and advanced learners      *Curriculum for High Ability Learners* Liang See Tan, Letchmi Devi Ponnusamy, Chwee Geok Quek, 2016-12-26 Given the increasing speed of change and the information explosion around the world this book draws attention to the practice of teaching for conceptual understanding which has been heralded as an effective approach within many curriculum frameworks This book is pivotal in documenting and analyzing efforts in creating concept based curriculum and pedagogies for high ability learners Contributors of this book discuss key concepts and trends in their curriculum development efforts for high ability learners as well as the challenges and solutions in their work Drawing from a wide group of educators practitioners curriculum writers administrators and researchers this book has assembled together a range of perspectives on the processes outcomes and implications of using concept based curriculum and pedagogies in a dynamic educational landscape These informed perspectives highlighted by the contributors will prove insightful and inspirational to practitioners policy makers and other stakeholders alike      Methods and Materials for Teaching the Gifted Frances A. Karnes, Suzanne M. Bean, 2021-09-23 The newly revised and updated fourth edition of *Methods and Materials for Teaching the Gifted* is an excellent introduction to gifted education and real world learning The chapters of this comprehensive textbook are written by respected leaders in the field of gifted education The authors review the unique needs of gifted learners and give current information on instructional planning and evaluation strategies for best practices and ongoing enhancement and support of gifted programs Chapters include topics such as differentiated curricular design extending learning through research writing challenging instructional units and developing leadership skills and innovative thinkers Instructional practices such as problem based learning technology literacy independent study simulation and gaming and more are addressed A special focus is given to using the Gifted Education Programming Standards and Common Core State Standards The fourth edition provides updated information on funding sources and public relations strategies for gifted education programs It also includes updated lists of books teaching materials websites and other resources for teachers of the gifted      *Gifted Education* Anthony F. Rotatori, Jeffrey P. Bakken, Festus E. Obiakor, 2014-06-25 This volume addresses the most current perspectives and issues related to giftedness and is written by leaders in the field An excellent resource for special educators administrators mental health clinicians school counselors and psychologists this volume addresses the different educational issues that impact this population      **Applied Practice for Educators of Gifted and Able Learners** Hava E. Vidergor, Carole Ruth Harris, 2015-07-21 This book is a comprehensive study and guide for the classroom teacher the gifted program coordinator and the graduate student who are challenged daily to provide for individual children who differ markedly but come under the umbrella of giftedness It serves as a wellspring that derives from theory while it offers practical application of theoretical construct in a wide variety of international settings from leaders in the field who demonstrate implementation of proven and field tested techniques and alternative scenarios to accommodate every classroom situation Contributors are internationally

recognized experts who have come together to provide a sound reliable source for teachers of the gifted that will be utilized time and time again by practitioners and researchers alike Among internationally renowned scholars are Joyce Van Tassel Baska Susan Johnsen June Maker Belle Wallace Linda Kreger Silverman Dorothy Sisk Gillian Eriksson Miraca Gross Gilbert Clark Enid Zimmerman and Rachel McAnallen Hava E Vidergor Ph D is lecturer of innovative pedagogy and curriculum design at Gordon Academic College and Arab Academic College of Education and holds a Ph D in Learning Instruction and Teacher Education with specialization in Gifted Education from the University of Haifa Israel Carole Ruth Harris Ed D formerly Director of G A T E S Research Evaluation is a consultant in education of the gifted in Central Florida who holds the doctorate from Columbia University where she studied with A Harry Passow and A J Tannenbaum She has served as Associate in International Education at Harvard University Research Associate at Teachers College Columbia University lecturer at University of Massachusetts Lowell and University of Hawaii Principal Investigator at Research Corporation of the University of Hawaii and Director of the Center for the Gifted in Ebeye Marshall Islands

*Curriculum Planning and Instructional Design for Gifted Learners* Joyce VanTassel-Baska, Ariel Baska, 2021-09-23 This updated third edition of Curriculum Planning and Instructional Design for Gifted Learners

**Handbook on Assessments for Gifted Learners** Susan K. Johnsen, Joyce VanTassel-Baska, 2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels Handbook on Assessments for Gifted Learners explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text

*Fundamentals of Gifted Education* Carolyn M. Callahan, Holly L. Hertberg-Davis, 2013 The field of gifted education is characterized by a confusing array of perspectives concerning such fundamental issues as definition philosophy curriculum social and emotional development and underserved populations The mission of this book is to provide a coherent framework that instructors and service providers can use in planning effective programs providing appropriate counseling services and evaluating programs for the gifted Most sections are organized around fundamental issues confronting the field and follow a common structure an introductory chapter that provides historical and theoretical background and organizing questions followed by several point of view chapters written by experts that provide varied perspectives on the topic at hand Distinguishing Features Comprehensive Coverage The book s forty five manageable length chapters cover the full range of topics that must be considered in planning programs and services for gifted students both within and outside of school Coherent Structure Section introductions provide background information and organizing

questions to guide chapter authors who provide varying views of the issue at hand The emphasis is not on the right way or the wrong way except when clearly documented bad practice is discussed but on how best practice stems from well informed and logical decision making Decision Making Focus The book s introductory chapter addresses the need for a clearly developed and consistently applied set of values to guide decision making Likewise each section introduction includes a decision making framework regarding some aspect of educating counseling or parenting gifted students This book is appropriate for introductory level courses in gifted education or courses in program development and planning It is also suitable for school personnel responsible for making program planning decisions in the area of gifted education and for academic libraries with holdings in this area Interventions That Work With Special Populations in Gifted Education Ariel Sloan Baska, Joyce VanTassel-Baska, 2021-09-03

This text is for regular classroom teachers who work with special needs learners in their classrooms and the specialists and administrators who support these populations Students of poverty English language learners and the twice exceptional are often overlooked for services in gifted programs and frequently miss out on opportunities to hone their skills and learn the culture of success Interventions provided in this book promote talent development in schools at home and in the community This book focuses on both the social emotional and cognitive needs of these students and provides templates for long term planning and goal setting The text also addresses challenges encountered in working with these students and effective strategies to overcome them **Introduction to Curriculum**

**Design in Gifted Education** Kristen R. Stephens, Frances A. Karnes, 2021-09-03 Gifted students require a curriculum that intentionally aligns with their advanced abilities to ensure engagement at the appropriate level of intensity and depth Introduction to Curriculum Design in Gifted Education offers an in depth exploration of curriculum development for the gifted Included are the general foundations of good curriculum design a survey of curriculum models appropriate for gifted learners an examination of design considerations across content areas a detailed analysis of the role assessment has in the curriculum development process and an exploration of trends and future directions of curriculum development for the gifted Each chapter is authored by experts with considerable knowledge pertaining to curriculum implications for gifted students and is written with the practitioner in mind to facilitate effective implementation This text is an essential addition to the library of any educator seeking to create new and or adapt existing curriculum to better address the interests and abilities of gifted students Multicultural Gifted Education Donna Y. Ford, 2021-09-03

Each year the United States witnesses significant changes in the demographics of its citizens Accordingly schools and the students we teach are also changing With such changes come the need responsibility and obligation for educators to provide students with an education that is both rigorous and culturally responsive This book bridges the gap that exists between educating advanced learners and educating culturally different learners Multicultural Gifted Education 2nd ed addresses various topics including racially and culturally diverse students and families historical and legal perspectives on educating gifted and minority students culturally

responsive curriculum and assessment and counseling students from a multicultural perspective      **Specialized Schools for High-Ability Learners** Bronwyn MacFarlane, 2021-09-23 Specialized Schools for High Ability Learners focuses on educational programming offered in nontraditional publicly approved and private settings with important details about how to serve high ability learners in specialized schools and deliver schoolwide educational change Each chapter offers a differentiated resource for educators who are interested in designing and implementing programs in specialized school settings by providing a discussion of the critical components for inclusion in a carefully planned coherent and quality minded K 12 curricular sequence This book delivers a comprehensive discussion with recommendations for the learning experiences of high talent students in specialized schools and alternatively approved educational programs Through relevant research and practical applications this compendium will help in developing high levels of talent among the next generation of competent critical thinkers      Using the National Gifted Education Standards for Teacher Preparation National Assoc For Gifted Children, NAGC, Joyce VanTassel-Baska, Ann Robinson, 2021-09-23 Standards have benefits particular to the field of gifted education In order to ensure equity and systematic talent search and programming it is essential that current and future teachers are educated in the relevant theory research pedagogy and management techniques important for developing and sustaining classroom based opportunities specifically designed for gifted learners By incorporating the 2013 NAGC CEC Teacher Preparation Standards in Gifted and Talented Education this guidebook helps university faculty at the undergraduate and graduate levels design or revise gifted education programs and partner with other educators in developing gifted education teachers      **Confronting Dogmatism in Gifted Education** Don Ambrose, Robert Sternberg, Bharath Sriraman, 2013-06-17 This title looks at the dogmatism that limits the perspectives of professionals policymakers and other stakeholders in gifted education In a field where concepts and definitions surrounding high ability have been contested for many years there is increasing interest in clarifying these notions today This book offers such clarity searching outside of the predominant conceptual frameworks that dominate thinking about giftedness and talent and examining ways in which this conceptual fog stunts and warps the development of gifted minds and limits the effectiveness of curriculum development and instruction The book directly addresses the connection between dogmatism and high ability exploring ways in which otherwise bright individuals can make unintelligent decisions Each contributor in this edited collection connects educational theory with teaching practice examining the impact of policies such as No Child Left Behind The chapters also explore the ways in which economic cultural and academic contexts affect both the gifted mind and education of the highly able in America and the rest of the world while making recommendations for positive changes that can be enacted within gifted education in the future      **Identifying, Describing, and Developing Teachers Who Are Gifted and Talented** Van Sickle, Meta L., Swanson, Julie D., Bazler, Judith A., Lubniewski, Kathryn L., 2018-12-07 Much of the research about teachers focuses on those who can't don't aren't good in the classroom However teachers who are gifted and

talented exist but there has been little attention to date on the characteristics and practices of such teachers in the classroom While few the examples of research on positive teacher attributes include work on the expert authentic and creative as well as examples of research on eminent adults Identifying Describing and Developing Teachers Who Are Gifted and Talented is an essential reference source that discusses behaviors and traits in teachers who are considered gifted and talented as well as case studies on the identification and preparation of teachers who fall into this category Featuring research on topics such as creative innovation emotional intelligence and skill development this book is ideally designed for educators administrators researchers and academicians

**Differentiating Instruction for Gifted Learners** Christine L. Weber, Wendy A. Behrens, Cecelia Boswell, 2021-09-03 Differentiating Instruction for Gifted Learners allows educators and stakeholders to examine issues related to differentiating curriculum and instruction in a variety of contexts The case studies in this rich resource analyze various differentiation strategies and their benefits to promote classrooms where every student belongs every student is valued and every student is nurtured The cases facilitate conversations about children and their unique needs by situating learning in authentic and meaningful contexts with the goal of helping educators improve services and programs for gifted and talented students Things to Consider guide the reader's thinking without imparting an explicit action recommendation or solution Discussion questions activities extensions and suggestions for additional readings support the standards of excellence set forth in the revised NAGC CEC Teacher Preparation Standards in Gifted and Talented Education and the NAGC CEC Advanced Standards in Gifted Education Teacher Preparation

*Best Practices in Professional Learning and Teacher Preparation* National Assoc For Gifted Children, Christine L. Weber, 2021-09-03 Several states offer additional teacher preparation programs by providing either an endorsement or certification in the field but these are often pursued by teachers specifically enrolled in gifted coursework rather than in general education programs Practitioners and researchers agree that time and energy should be spent on training teachers in how to address the needs of gifted and talented students both within the regular classroom and in specialized programs This three book series acknowledges this need and provides specific strategies for professional development in a variety of settings using various methods Drawing on both literature in the field and research based best practices in professional learning this series provides the reader with a foundation for designing and implementing effective professional development experiences for educators working with gifted learners This volume focuses on a variety of techniques and methods in professional development From reflection practices to using case studies to incorporating technology authors provide specific tools and resources to consider when delivering effective professional development related to this specific population of learners A service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice

*The Roeper School* Don Ambrose, Bharath Sriraman, Tracy L. Cross, 2013-12-30 How can we design schools that energetically promote intellectual development while



also attending to the social emotional and ethical growth of students In today s frenzied climate of accountability driven school reform it is difficult to establish anything more than achievement of superficial knowledge and skill Fortunately there is a vibrant example of holistic student centered education that engenders dynamic multidimensional student growth The Roeper School enables students to develop strong intrinsic motivation as they discover aspirations and develop talents consistent with those aspirations Simultaneously from a very young age students take considerable responsibility for their own actions and for the processes that go on in their school Following the Roeper philosophy each student generates a long term sense of purposeful direction a strong sense of intrapersonal awareness impressive creative and critical thinking skills and a finely tuned sense of ethical responsibility Upon graduation Roeper students are well prepared to find or create highly productive niches in the world of work and rewarding personal lives while serving as mature ethical citizens of a complex 21st century globalized society This book includes descriptions of the multidimensional education the Roeper School provides The perspectives in the volume are diverse coming from leading researchers and theorists in the field of gifted education as well as teachers administrators alumni and current students from the school itself Overall the book provides a beacon of hope for 21st century education

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