

Section 3: Curriculum and Instruction Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (**EC 52206[a] and 52206[b]**)

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. c. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding). d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day. b. The differentiated curriculum is taught with appropriate instructional models. c. The differentiated curriculum is supported by appropriate materials and technology. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study. b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study. c. An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.