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| **BIG IDEAS** | | | | | |
| **Gifted leaners often demonstrate asynchrony across developmental areas. Moreover, a general curriculum can also be dis-synchronized with a learner’s advanced learning needs.** | **High abilities are not always a blessing. They often come with a degree of social and/or emotional cost.** | **Students who are gifted may also have a special need or disability. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such ADHD** | **Giftedness can also be considered a process-based entity rather than a person-based entity. All students should be encouraged to explore and actualize their personal disposition(s).** | **Society flourishes on multiple intelligences, talents, and abilities. The forms of intelligences, talents, and abilities are bound to place and time.** | **In an egalitarian society like Canada, it is considered best practice to help students with advanced learning needs in inclusive settings. There are many social-emotional benefits to inclusion.** |
|  | | | | | |  |  |  |  | **BIG QUESTIONS** |
| ***What are some possible dimensions of asynchrony among gifted leaners? What are challenges associate with these dimensions of asynchrony?*** | ***What are some social-emotional issues associated with high abilities or potential? How can we use a whole-child approach to promote well-being among gifted learners?*** | ***What are some potentials issues (e.g., masking effect) of identifying students with dual-exceptionalities?*** | ***What is giftedness? What are some non-cognitive traits that contribute the actualization of a personal disposition?*** | ***What is intelligence? How can we use contemporary intelligence theories as a framework to celebrate diversity?*** | ***What is RtI and how to use RtI as a framework to serve advanced learning needs? What are some instructional strategies can be used to develop competency and higher order thinking?*** |
| **CURRICULAR COMPETENCIES**   1. Identify advanced learning needs through enrichment instruction and RtI principles 2. Develop instructional strategies regarding potential social-emotional and behavioural issues associated with high abilities or derived from learning needs not met in a general classroom    1. ***List at least three*** 3. Understand the developmental nature of giftedness (refer to [Giftedness in the Making](https://journals.sagepub.com/doi/full/10.1177/0016986218812474) by Lo et al. [2019]) 4. Create a sensitive learning context that recognizes, appreciates, and celebrates multiple forms of intelligence    1. List three strategies 5. Develop culturally-responsive communication skills with students and parents 6. ***List at least three more*** | | | **CONTENT AREAS**   1. Theories of intelligences (list at least 2 additional) 2. General Intelligence: Spearman’s G 3. CHC Theory: Cattell-Horn-Carroll 4. Triarchic Theory of Intelligence: Robert Sternberg 5. Multiple Intelligences: Howard Gardner 6. Cognitive and affective characteristics associate with high intelligence    * Divergent Thinking    * High Sensitivity    * ***List at least three more*** 7. Potential challenges of meeting the learning and social-emotional needs of advanced learners in an inclusive classroom    * Finding “peers”    * ***List three*** 8. Instructional strategies catering to advanced cognitive abilities    * Competency-based      + High-order thinking skills and creativity      + Independent studies and mentorship      + Concept-based learning      + Inquiry-based learning      + Design thinking      + Response to Intervention (RtI)    * Cohort-based      + Clustering      + Enrichment      + Acceleration      + Telescoping      + Curriculum compacting      + AP, Honors, and IB programs    * ***List two more*** 9. The nurture of giftedness    * Nurturing a whole-child through the lens of competencies and self-knowledge    * Promoting growth-mindset through academic challenges    * Development of self-actualization and the role of motivation    * Future thinking and functional global citizen in the 21st century | | |
| **RESOURCES**  Websites   * National Association for Gifted Children: <http://www.nagc.org/> * Montgomery Country Public Schools (Maryland): <https://www.montgomeryschoolsmd.org/curriculum/enriched/#tabs-3> * Hoagies Gifted Education Page: <https://www.hoagiesgifted.org/> * Supporting Emotional Needs of the Gifted (SENG): <https://www.sengifted.org/> * Gifted Children's Association of British Columbia (GCABC): <https://giftedchildrenbc.org/>   Major academic journals in gifted education   * Gifted Child Today [Readership targeted at teachers and parents] * Gifted Child Quarterly * High Ability Studies * Journal for the Education of the Gifted * Journal of Advanced Academics * Roeper Review * Gifted Education International | | | | | |