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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
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| **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
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