



## **Learning Objectives for LEAP Curriculum Design Modules**

### ***Curriculum Design Module 1***

#### ***Examining Features of High-Quality Gifted Curriculum***

Upon successful completion of this module, participants will be able to:

1. Identify how gifted curriculum is different from the general curriculum.
2. Describe how the talent development framework and principles of individual differences guide curriculum design for gifted students.
3. Identify how the features of high-quality gifted curriculum are responsive and relevant to the needs of gifted students.
4. Use the NAGC Programming Standards to select and adapt evidence-based practices for gifted students.

### ***Curriculum Design Module 2***

#### ***Selecting and Evaluating Curriculum for Gifted and High-Potential Students***

Upon successful completion of this module, participants will be able to:

1. Define rigor for gifted, advanced, and high-potential students.
2. Identify examples of evidence-based curriculum for gifted students.
3. Use criteria to evaluate the quality of gifted curriculum.
4. Reflect on how to create a supportive learning environment to implement high-quality gifted curriculum with your own students.

### ***Curriculum Design Module 3***

#### ***Designing Challenging Learning Experiences for Gifted and High-Potential Students***

Upon successful completion of this module, participants will be able to:

1. Align learning outcomes (what students know, do, and understand) to student learning experiences, and assessment.
2. Use data from preassessments to guide curricular decisions.
3. Design advanced learning experiences aligned to standards.
4. Plan meaningful learning experiences with ascending levels of intellectual demand.



#### ***Curriculum Design Module 4***

#### ***Incorporating Inquiry-Based Learning in Curriculum for Gifted and High-Potential Students***

Upon successful completion of this module, participants will be able to:

1. Identify and apply models of inquiry in curriculum planning for students with gifts and talents to elevate task demands.
2. Plan learning experiences for students to apply problem solving, creative thinking, and/or critical thinking.
3. Incorporate student voice, choice, interests, and agency into curriculum planning.
4. Create learning experiences for student-driven inquiry to nurture individual interests, and talents.

#### ***Curriculum Design Module 5***

#### ***Assessing for and Reflecting on Gifted Students' Learning***

Upon successful completion of this module, participants will be able to:

1. Identify ways to use differentiated assessments to improve learning for gifted and high-potential students.
2. Explain how performance-based assessments can be used to demonstrate student learning.
3. Justify the importance of student ownership of learning.
4. Analyze the role of self-reflection in improving learning for both the teacher and student.
5. Determine how differentiated learning experiences and assessments align to content standards.