

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EGI4230	Course Title: Curriculum and Educational Strategies for the Gifted		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-2	Effective Year/Term: 2008-3		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input checked="" type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input checked="" type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, <u>must</u> correspond with course description on Form 102): This course is the second of five designed to focus on the implementation of research-based strategies, differentiated curriculum planning, and instructional design for the education of gifted students. Students will learn a variety of enrichment and acceleration approaches and techniques will be presented to the student for use in the organization of the learning environment to promote student achievement. (3 credits). Must hold FLDOE Teaching Certificate. Prerequisite: EGI 4051. (3 hr. lect.)			
Prerequisite(s): FLDOE Teaching Certificate; EGI4051	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Plan and implement a repertoire of evidence-based curriculum and instructional strategies to promote challenging learning opportunities in general and special curricula that will enhance self-awareness and self-efficacy for individuals with gifts and talents by:

- a. Identifying and discussing school and community resources, including content specialists, which support differentiation.
- b. Utilizing and planning curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
- c. Applying pedagogical content knowledge to instruction for learners with gifts and talents.
- d. Applying higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.
- e. Providing opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent.
- f. Pre-assessing the learning needs of individuals with gifts and talents in various domains and adjusting instruction based on continual assessment.
- g. Pacing delivery of curriculum and instruction consistent with needs of individuals with gifts and talents.
- h. Engaging individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.
- i. Utilizing information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.

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Competency 2: Select, adapt, and create materials, use differentiated instructional strategies, develop shorter-range goals and objectives that take into consideration an individual's abilities and needs, and use technologies to support instructional planning in a collaborative context for individuals with gifts and talents by:

- a. Identifying theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.
- b. Comparing and contrasting features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.
- c. Utilizing and planning curriculum which emphasizes individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.
- d. Aligning differentiated instructional plans with local, state, and national curricular standards.
- e. Designing differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.
- f. Developing scope and sequence plans for individuals with gifts and talents.
- g. Selecting curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.
- h. Selecting and adapting a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.
- i. Integrating academic and career guidance experiences into the learning plan for individuals with gifts and talents.
- j. Designing and creating learning opportunities for individuals with gifts and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning.
- k. Planning and creating safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.
- l. Using advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs.

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