Thematic Interdisciplinary Unit

NAGC/CEC Standards

- 2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
- 3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.
- 3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
- 3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
- 3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.
- 5.1 Beginning gifted education professionals know principles of evidence-based differentiated and accelerated practices, and possess a repertoire of instructional strategies to enhance the critical and creative thinking problem-solving, and performance skills of individuals with gifts and talents.
- 6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.

Kentucky Teacher Performance Standards

- Standard 1: Learner development
- Standard 2: Learning differences
- Standard 3: Learning environments
- Standard 4: Content knowledge
- Standard 5: Application of content
- Standard 6: Assessment
- Standard 7: Planning for instruction
- Standard 8: Instructional strategies
- Standard 9: Professional learning and ethical practice
- Standard 10: Leadership and collaboration

TASK

Description

Using knowledge gained from GTE 536, PSY 432G, and GTE 537, design a 10-day unit so that it challenges all learners, including those with gifts and talents. Engagement, appropriate challenge, differentiation, and variety are key. You may choose to use the template provided or you may design your own format. Just be sure to include all the components listed on the template. In addition to the unit, develop a course overview communicating the organization of the content in the unit (including all 10 lessons), the universal theme, and the interdisciplinary connections within the unit. The course overview should utilize a graphic organizer or chart for the course overview/sequence map. And finally, the unit should include a reflection on your experience of creating the unit.

Details

- **The unit must include the following components** (NAGC/CEC 2.1).
    - Course Overview
    - Daily Lesson Plans (You are encouraged to use the template provided.)
        - Day/Lesson #
        - Topic
        - Standards & Objectives
        - Background/Previous Knowledge/Skills

        - Interdisciplinary and/or thematic connections
        - Materials & Resources (including technology)
        - Icebreaker/Community Building Activity
        - Preassessment (as appropriate)
        - Step-by-Step Details of Learning Experiences (including how they are differentiated, physical breaks, grouping, and estimated timing)
        - Products and Assessments (note if it is formative or summative, and product choices with rubrics)
    - Reflection
- **Preassessment and differentiation are key** (NAGC/CEC 3.3, 5.1, 3.2, 3.4). Consider the following questions as you develop your lessons.
    - How you are assessing student readiness?
    - How are you acting on the data you gather in your preassessments about student readiness?
    - Are all students doing all of the same activities? If so, you have not differentiated.
- **The unit must focus on a universal theme and be interdisciplinary** (NAGC/CEC 3.1).
    - Does your course overview include all 10 lessons?
    - How are students exploring the universal theme in multiple disciplines?
- **Include a reflection at the end of the unit** (NAGC/CEC 6.1). Please address the following in your reflection.
    - While creating your unit, how did you utilize standards and previous learning?
    - How does this unit compare to those you have created in the past and what will you do differently in the future based on this experience?
    - What did you learn about yourself as a learner as you developed this unit? What will you do different in how you go about creating a unit for gifted learners in the future (not what would you change in the unit, but what would you do differently in your process)?

GTE 537 Thematic Interdisciplinary Unit Rubric

Adapted from *National Association for Gifted Children Curriculum and Instruction Division Rubric for Rating Outstanding Curriculum - Revised* (available here: https://www.nagc.org/sites/default/files/Network_Newsletters/NAGC_CS_Curriculum_Rubric_2014.pdf) and the *NAGC-CEC Teacher Preparation Standards in Gifted Education* (available here: http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf)

	Beginning	Developing	Proficient	Exemplary
NAGC-CEC TPSGE 3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.				
Nature of Differentiation	Assessment data, including preassessments, are not used to create open-ended activities in the unit that allow for students' differing needs; the data are interpreted incorrectly. The data collected do not relate to the activities; or activities do not allow for students' differing needs.	Assessment data, including preassessments, are used to create open-ended activities in the unit that allow for students' differing needs.	Assessment data, including preassessments, are used to create open-ended tasks that provide student support through one or more of the following adjustments: pace, depth, breadth, level of abstraction, level of complexity, degree of generalizability, or talent development.	Assessment data, including preassessments, are used to create activities and assignments throughout the unit that accommodate the learning needs of high achieving students, including adjustments to content, process, AND product based on student readiness, interest, and learning profile.
NAGC-CEC TPSGE 5.1 Beginning gifted education professionals know principles of evidence-based differentiated and accelerated practices, and possess a repertoire of instructional strategies to enhance the critical and creative thinking problem-solving, and performance skills of individuals with gifts and talents.				

	Beginning	Developing	Proficient	Exemplary
Opportunities for Talent Development	The unit includes one or two of the activities listed below.	The unit includes at least three of the activities listed below.	The unit includes at least three of the activities listed below AND data from these activities are used to drive future instructional decisions within the unit.	The unit uses more than three of the activities listed below, uses data from these activities to drive future instruction AND includes student self-reflection on how tasks impacted their learning/perception of self as a learner.
	• Opportunities to accelerate beyond same age peers. • Opportunities to express or develop creative thinking skills. • Opportunities for students to engage in some activities aligned with their individual strengths, preferences, or interests. • Opportunities to foster the connection between unit activities and potential career fields, leadership opportunities, or real-world applications. • Opportunities to interact with role models, community resources, mentors, or professionals in the field. • Opportunities to explore advanced content in that field. • Opportunities to acquire the skills, methodologies, and dispositions of the practicing professional in that field. • Opportunities to investigate real-world problems and to develop authentic products and services in that field.			
NAGC-CEC TPSGE 3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains. NAGC-CEC TPSGE 3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.				
Learning Activities	Learning activities within the unit attempt to support different learning profiles and preferences yet fall short.	Learning activities within the unit support different learning profiles and preferences.	Learning activities throughout the unit allow teachers to support students' different learning profiles and readiness levels.	Learning activities within the unit provide opportunities for student centered, problem based/real world application learning.
Instructional Strategies	The instructional strategies are described and provide opportunities for students to become aware of concepts and methodologies.	The instructional strategies are described and provide opportunities for exploration of concepts and methodologies.	Instructional strategies require students to use concepts and methodologies in a product to demonstrate learning.	Instructional strategies require students to apply concepts and methodologies to address a real world problem.
Student Product and Assignments	Fewer than three different options for student projects or assignments are described. The majority of the assignments involve recall.	A minimum of three different options for student projects or assignments are described. The majority of these assignments involve convergent thinking, recall, and practice.	Different kinds of student products or assignments are described that are embedded in the lesson plans. These assignments are open-ended and allow for personal interpretation and/ or accommodate varying levels of expertise.	Different kinds of student products and open-ended assignments are described, including the development of student-driven creative products, or the development of products related to real-world applications or problem solving.
Resource and Level of Student Engagement with Materials	Secondary information sources to support student learning are provided. Information sources are limited in type and number.	Primary and secondary information sources to support student learning are provided.	Students are engaged with print and non-print materials, i.e., books, video tapes, audio tapes, hands-on materials, software, Internet sources.	Students engage with resources that are authentic to the discipline/field of the unit. Students find and use appropriate resources to answer questions and solve problems authentic to the discipline/field of the unit.

	Beginning	Developing	Proficient	Exemplary
Assessment of Learning	Student assessment is limited to <u>one</u> type. Evaluation data are not used for future instruction or are used incorrectly.	Student assessment is limited to paper and pencil evaluation instruments (i.e., tests, quizzes). Evaluation data being considered in regard to future instruction.	Student assessment includes at least <u>two</u> approaches to evaluation design, such as student portfolios, observational checklists of student behaviors, paper/pencil evaluation, product evaluation, or self/peer evaluation with evaluation data being used to drive future instruction.	Student assessment includes at least <u>three</u> different evaluation measures including, for example, student portfolios, observational checklists of student behaviors, product evaluation, or self or peer evaluation. Assessment data are used to monitor student growth, provide student feedback, allow for student self-reflection, and/or to differentiate content or instruction.
NAGC-CEC TPSGE 2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.				
Curricular Components	The curriculum unit contains 10 or fewer lessons, with each lesson describing a couple of the instructional elements below. Lessons lack connection to theme, clear sequencing, and/or grouping strategies.	The curriculum unit contains 10 lessons, with each lesson describing the some of the instructional components below; the lessons may be connected by topic or theme but are not clearly sequenced.	The curriculum unit contains 10 lessons, with each lesson describing the majority of the instructional components below; the lessons are clearly sequenced and aligned to support learners. At least two grouping strategies are used.	The curriculum unit contains 10 lessons, with each lesson describing all of the instructional components below; the lessons are clearly sequenced and aligned to support learners; and the lessons encourage product choices. A variety of grouping strategies are used.
	• Standards and objectives • Background/previous knowledge/skills required of students • Materials and resources • Details of learning experiences, including differentiation strategies, grouping, physical breaks, multicultural curriculum elements, and estimated timing • Assessment			
NAGC-CEC TPSGE 3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.				
Interdisciplinary Unit Course Overview	The course overview lacks organization via a graphic organizer, universal theme, connections to other disciplines, and/or lesson description.	The course overview attempts to communicate the organization of content in the unit (including many of the lessons) and/or the universal theme and/or content connections among various disciplines.	The course overview, in a graphic organizer, communicates the organization of content in the unit (including the majority of the lessons) and the universal theme with a few content connections among various disciplines.	The course overview, in a graphic organizer best suited to the unit, clearly communicates the organization of content in the unit (including all 10 lessons) and the universal theme with content connections among various disciplines.
NAGC-CEC TPSGE 6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.				

	Beginning	Developing	Proficient	Exemplary
Reflection	Reflection does not address all three areas: content, unit creation, and self as a learner. Reflections are not supported with examples and details.	Reflection addresses these questions: What standards were used to guide the development of your unit? What connections can you make between what you have learned by completing this project and previous learning? In what ways could you improve your product? How did the amount of effort affect your learning about the content and creating the product?	Reflection includes the standards used to guide the development of this product, connections to previous learning and questions raised for future learning; improvements made over other times the product was created as well as suggestions for improvements when creating the same product in a future learning experience; and includes analysis of self as a learner, including effort, work habits, and thought processes.	Reflection analyzes and evaluates connections to previous learning and standards, and projects insightful future connections; analyzes and evaluates the product components in light of past and future creations of the same product; and includes analysis of self as a learner and project how changes to the process would increase capacity as a learner.

GTE 537 Lesson Plan Template

Day/Lesson #:

Topic:

Standards & Objectives:

Background/Previous Knowledge/Skills:

Interdisciplinary and/or thematic connections:

Materials & Resources (including technology):

Icebreaker/Community Building Activity:

Preassessment (as appropriate):

Step-by-Step Details of Learning Experiences (including how they are differentiated, physical breaks, grouping, and estimated timing):

Products and Assessments (note if it is formative or summative, and product choices with rubrics):