

Is it Cute or Does it Count?

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Tampa, Florida

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Curriculum for the gifted should include:

1. BIG IDEAS and ESSENTIAL QUESTIONS

This curriculum should be based on **big ideas** and built on **essential questions** that require higher-order thinking.

2. REAL-WORLD PROBLEM SOLVING and REAL-WORLD PROBLEM FINDING

Curricular experiences should include **real-world problem-solving** and **real-world problem finding**.

3. TECHNOLOGY-INFUSED PRODUCTS for AUTHENTIC AUDIENCES

Lessons or units should result in technology-infused products for authentic audiences.

The Understanding by Design framework can be utilized to write rigorous curriculum for gifted students, when it is adapted to include the three principles above.

Presentation examples were drawn from several of the units listed below. All of these are available for download and use at the following website:

<http://www.ecu.edu/cs-educ/ci/AIGpresentations.cfm>

Archaeology – Digging for
Clues to the Past
Alyssa Beebe
Brett Connor

Crime Scene Investigation
Leanne Benson
Kristin Stroud

Etarvmitcrja
Kristen Argent
Sheila Toler

Global Change – Changes
in Landforms
Kim Church
Laura Shumway

It's Elemental My Dear
Leslyn Hardee
Melodie Willis

Pop Goes the Planet
Beth Barnes
Cindy Berry

Send questions to fogartye@ecu.edu

Understanding by Design Lesson Plan Template

Lesson Title: _____
Lesson Plan #: _____
Your Name: _____

**LESSON PLAN PART ONE:
IDENTIFY DESIRED RESULTS**

Essential Questions: These should frame the teaching and learning that will take place. Essential Questions are asked to be argued and set up an inquiry. List at least one Essential Question that this lesson will uncover.

Student Lesson Objective(s):

By the end of this lesson, my students will be able to...

-
-

By the end of this lesson, my students will know...

-
-

By the end of this lesson, my students will understand that...

-
-

Understanding by Design Lesson Plan Template

List any North Carolina Standard Course of Study content standards that will be addressed by this lesson (at the middle or high school level).

LESSON PLAN PART TWO:

DETERMINE ACCEPTABLE ASSESSMENT EVIDENCE

What evidence will you collect to determine that the students have met the goals and objectives of this lesson? Plan to vary the types of evidence that you gather. Examples might include authentic tasks, authentic projects, prompts, quizzes, test items, student self-assessments, and informal checks for understanding.

- Describe and include copies of key performance tasks indicative of understanding.
- Describe other evidence that will be collected to build the case for understanding, knowledge, and skill.
- Design and include rubrics or design and include other pieces of assessment evidence.

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LESSON PLAN PART THREE:

PLAN LEARNING EXPERIENCES AND INSTRUCTION

Hook: Determine how you will hook the students into your lesson. What will you do to get their attention and get them interested?

Instructional strategies: What instructional strategies will be employed in this lesson (learning stations, simulations, tiered assignments, group jigsaw)?

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Procedure: Describe, in detail, the learning experiences and instruction that will promote the desired understandings, knowledge and skills that you wrote in "the lesson plan part one" above. Describe the lesson's opening activity/introduction/discussion. Include students' active participation and links to prior knowledge. Describe the teaching of the new objective(s) (Include a list of higher level questions you will pose, major points, etc.) Describe the lesson's closing activity. Include how students are actively engaged and relate the closing back to the lesson objectives.

LESSON PLAN PART FOUR:

MATERIALS

List all of the materials that you will need for this lesson:

- 1.
- 2.
- 3.
- 4.
- 5.

Note: Be sure to list and attach any teacher-created sheets, templates, or rubrics needed for this lesson.