

Principles of a Differentiated Curriculum for the Gifted and Talented

Content	<ul style="list-style-type: none"> • Present content that is related to broad-based issues, themes, or problems • Integrate multiple disciplines into the area of study • Present comprehensive, related, and mutually reinforcing experiences within an area of study • Allow for in-depth learning of a self-selected topic within the area of study
Process	<ul style="list-style-type: none"> • Develop independent or self-directed study skills • Develop productive, complex, abstract, and/or higher-level thinking skills • Focus on open-ended tasks • Develop research skills and methods • Integrate basic skills and higher-level thinking skills into the curriculum
Product	<ul style="list-style-type: none"> • Encourage the development of products that challenge existing ideas and produce “new” ideas • Encourage the development of products that use new techniques, materials, and forms
Affect	<ul style="list-style-type: none"> • Encourage the development of self-understanding, i.e., recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others • Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced, and/or standardized instruments

Source: *National/State Leadership Training Institute on the Gifted and Talented*, developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless)