



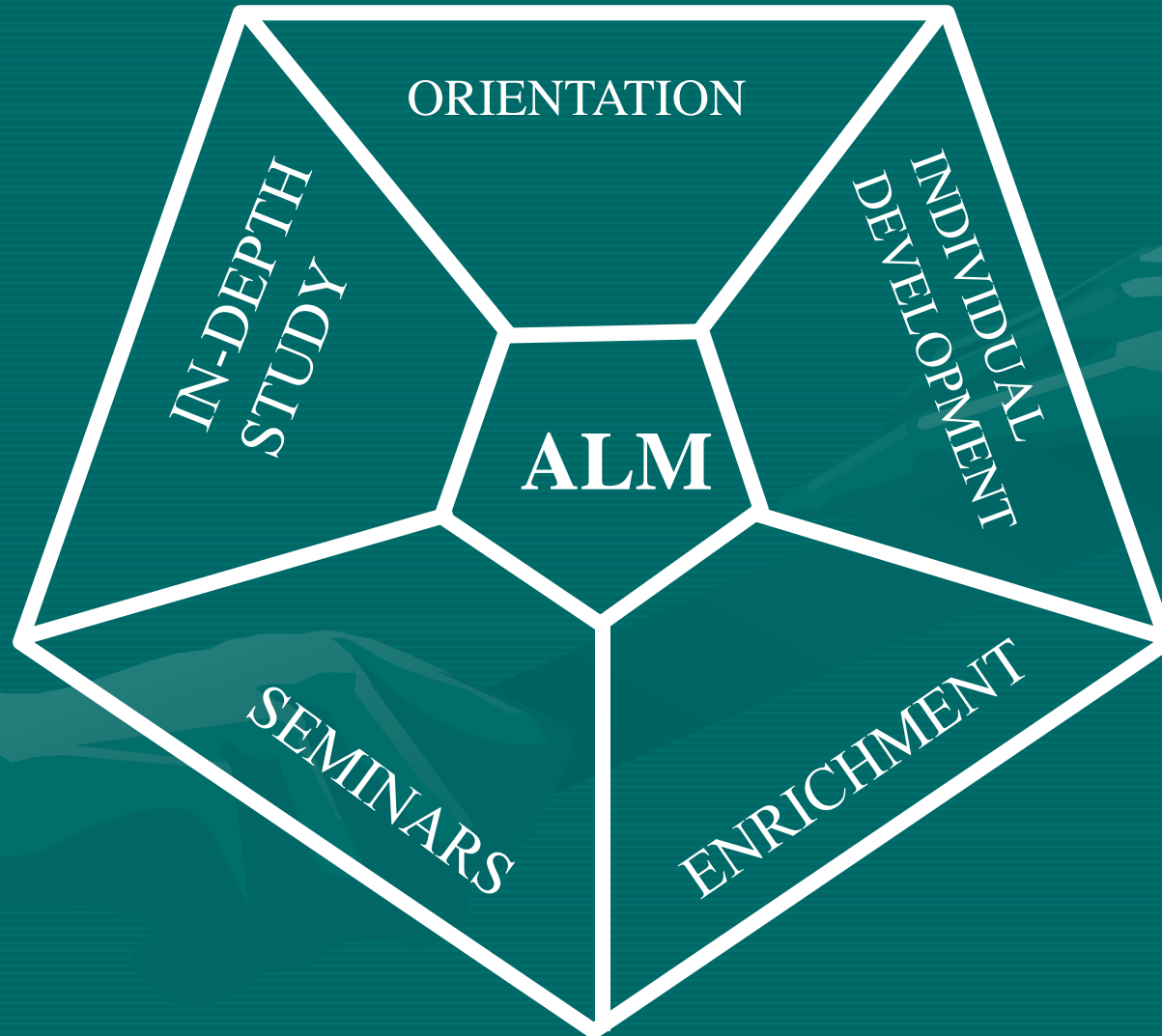
# Differentiating Curriculum using the Autonomous Learner Model

Cindy Sheets  
KGTC, 2009

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# The Five Dimensions of the Autonomous Learner Model



# Orientation

- Understanding giftedness
  - Group development
  - Self/personal development
  - Classroom & Community Opportunities
- ❖ Imbed activities, skills and content that focus on affective aspects of the model, rather than teaching them in isolation.

# Individual Development

- Learning Skills
  - Technology
  - College/Career
  - Organizational
  - Productivity
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# Enrichment

- Exploration
  - Investigation
  - Cultural Activities
    - Service
  - Adventure Trips
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- A faint, semi-transparent image of two hands shaking is visible in the background, positioned behind the list of enrichment activities. The hands are rendered in a light teal color, matching the overall theme of the slide.

# Seminars

- Futuristic
- Problematic
- Controversial
- General Interest
- Advanced Knowledge

# In-Depth Study

- Student differentiated study
- Facilitated by the teacher or mentor

# Differentiation

“Differentiation is the adjustment of the teaching process according to the learning needs of the pupils.”

- A whole class
  - Groups within the class
    - Individuals
  - ✓ **by task:** setting different tasks for pupils of different ability;
  - ✓ **by outcome:** setting open-ended tasks, allowing pupil response at different levels,
  - ✓ **by support:** giving more help or less to certain pupils within the group
- Content
- Process
- Product
- Learning Environment

# Curriculum

- The planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives

# Using the Dimensions of ALM to Design Differentiated Lessons

- Content = a representative topic based in a discipline
- Process = Autonomous Learner Model
- Environment = ALM Program Standards  
ALM Program Standards
- Product = Life-Long Learners  
(Autonomous Learners)

## Before you can differentiate effectively:

- You need to have quality core curriculum
- You must agree on the “big ideas” and lessons - what students need to know, understand, and be able to do
- You must understand the principles and concepts at the heart of the learning you expect

# Curriculum for Gifted Students

- Is it differentiated?
- Is it adapted, modified, or a replacement of general education curricula?
- Is the pace a match to gifted learners?
- Are there opportunities to extend or go beyond the basic unit or curriculum?
- Are there opportunities to explore personal areas of interest, or to highlight personal strength areas?
- Does it demand sufficient depth and higher level thinking – not based just on “factual” learning?

# What About the Affective Domain?

- Creativity
  - Creative production
  - Creative problem solving
- Understanding of Self
  - Intrapersonal skills
- Social Skills and Interactions
  - Interpersonal skills

# What are the ten components of a comprehensive curriculum unit, lesson, or task?



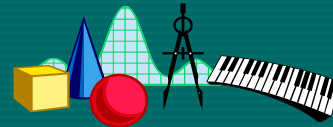
- Content



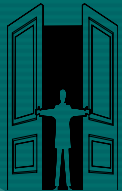
- Grouping Strategies



- Assessment



- Products



- Introduction



- Resources



- Teaching Strategies



- Extension Activities



- Learning Activities



- Modification

\* As outlined in "The Parallel Curriculum Model" by Tomlinson et al, 2002

# Curriculum Components/ALM

- Use Dimensions of the ALM and 10 elements of quality curriculum to develop the structure of the curriculum unit
- ALM and Curriculum Components

# New Template

- [Example](#) - Guidelines
- [Template](#)



## Resources

**The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Learners**, Carol Tomlinson, et al, Corwin Press, 2002

**Understanding by Design**, Grant Wiggins and Jay McTighe, ASCD 1998

**Concept-Based Curriculum and Instruction: Teaching Beyond the Facts**, by H. Lynn Erickson, Corwin Press, 2002

**The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum**, by Joseph Renzulli, Jann Leppien, and Tom Hays, Creative Learning Press, 2000

**Content-Based Curriculum for High Ability Learners**, by Joyce Van-Tassel Baska (with Catherine A. Little) 2002

**The Autonomous Learner Model**, by George Betts and Jolene Kircher, Alps Publishing, 1999

# Examples

- Endangered Species
- Westward Movement (Pioneers)
  - Creative Writing
    - Explorers
    - Template