

Los Angeles Unified School District

Gifted / Talented

Programs

Student Integration Services

**“Non-Negotiables” of
Differentiated Instruction**

GIFTED/TALENTED PROGRAMS

“NON-NEGOTIABLES”

- **Depth**
- **Complexity**
- **Acceleration**
- **Novelty**

*These are terms that serve as prompts to stimulate inquiry.
These terms cannot function independent of their relationship to content.*

Depth

Differentiating by increasing the depth to which a student explores a curricular topic.

Language of the Discipline



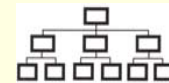
Unanswered Questions



Details



Rules



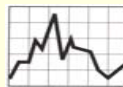
Patterns



Ethics



Trends



Big Ideas



Complexity

Differentiating by making relationships, connecting other concepts, and layering — a “why/how” interdisciplinary approach that connects and bridges to other disciplines, always enhancing the meaning of an idea.

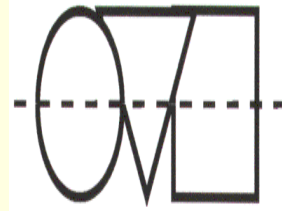
Over time

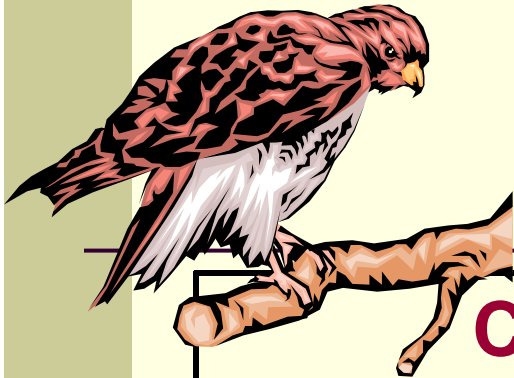


Points of View



Interdisciplinary





Sample of Depth of Complexity

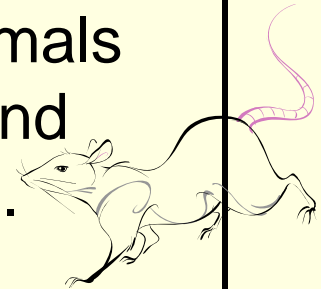
City Critters: 3rd Grade, Unit 2, Lesson 1

“Think Like a
Disciplinarian”

View from Different
Perspectives

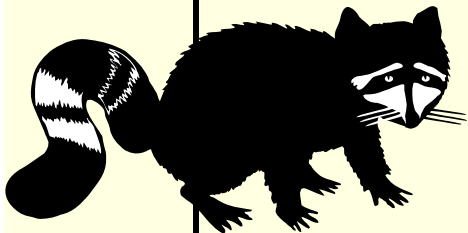


I am an urban biologist. I study urban wildlife and urban habitat issues. I learn about how animals live, their habitats, and methods for survival.



Write an article that highlights the purpose, language, skills, and tools of an urban biologist. Use varied resources (interview, encyclopedia, internet, non-fiction book, etc).

The article should also include a proposal for protecting wildlife in urban areas.



Acceleration

ACCELERATION/PACING: In this context the term means acceleration of content assimilation and gifted students with opportunities to be recognized for their previous knowledge and to be allowed to avoid redundant learning by being encouraged to learn the sophisticated and advanced information and skills of the curriculum at their own rate. Differentiating by moving more rapidly through a particular curricular sequence. Acceleration can be self-paced (according to student direction), or more formal (advanced class, honors, Advanced Placement).

Novelty

NOVELTY: Differentiating by providing student opportunities to make personal meaning. Novelty is the power which emphasizes a student's different approach to making new constructs and ideas. The creation of novelty must always rest with the student; the teacher can only set the conditions and acknowledge the results. This term refers to enabling gifted students to have individualized learning experiences matched to their recognized needs, interests, and abilities.

Example: Encourage students to individualize their own learning by conducting **independent study** as an offshoot of the core curriculum.

Adding Novelty and Interdisciplinarity to OCR during Research and Investigation

Open Court Theme and Research Unit	Ecology 6th Grade
<p>Students research an endangered species, its habitat, and the reason it is threatened. They create large paintings depicting these aspects of the loss of biodiversity. These are hung in an exhibit in the main building first floor hallway, accompanied by student essays. Student docents explain their work to the entire school (Michael Christy, Dahlia Heights Elementary School, © 2007).</p>	
Interdisciplinary Standards Addressed	
Reading: 2.0, 2.3, 2.4, 2.6, 2.7 Writing: 1.4, 1.5, 1.6, 2.0, 2.2, 2.2a, 2.2b, 2.2c, 2.2, d, 2.3, 2.3b, 2.3c, 2.5, 2.5a, 2.5b, 2.5c Written and Oral English Language Conventions: 1.0, 1.1, 1.2, 1.3, 1.4, 1.5 Listening and Speaking: 1.0, 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 2.2a, 2.2b, 2.2c, 2.2d, 2.5, 2.5a, 2.5b Science: 6.4e, 6.5, 6.5a, 6.5b, 6.5c, 6.6a, 6.6b, 6.6c	

Novelty: Endangered Animal Student Artwork



Mr. Christy's 6th Grade Class Dahlia Heights Elementary School