Curriculum DevelopmentmVocabulary

1. Moving students more rapidly through a particular curricular sequence

A. Depth

2. Extending normal curriculum with differing examples and associations that build complex ideas on the regular curriculum

B. Tiered assignments

3. Ideas, concepts, descriptive information, and facts presented to the students in a variety of forms

C. Complexity

4. An arrangement between the teacher and student about how learning tasks will be completed

D. Content

5. An instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level

E. Novelty

6. Pursuing a topic or task in greater detail and to a greater level of understanding (concrete to abstract, familiar to unfamiliar, known to unknown)

F. Enrichment

7. Adapting the pace, level or kind of instructional curriculum to meet each student's individual learning needs, styles or interests

G. Processes

8. Extending the content to the study of issues, problems, and themes; making relationships between and among ideas; connecting other concepts

H. Flexible grouping

9. Grouping students based on interests and abilities on an assignment by assignment basis

I. Products

10. The setting in which learning occurs and includes both the physical setting and psychological climate of the school and classroom

J. Contracts

11. Introducing into the curriculum unique ideas not normally found in standard programs; helping students approach areas of study in their own personalized, nontraditional way

K. Curriculum Compacting

12. How rapidly new material is presented to students so that it matches their capacity for mastery at each step

L. Pace

13. The presentation of material, the teaching of methods, the learning activities, the questions asked, and the thinking processes

M. Differentiation

14. The results of student interaction with content resembling those developed by professionals in the discipline being studied

N. Acceleration

15. An instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students

O. Learning environment

16. Parallel tasks at varied levels of complexity, depth and abstractness with various degrees of support or direction

P. Scaffolding