

## Key Terms

**Acceleration** - allowing students to move at their own pace through individual course material, test out of any unit with a high enough score, take above-level coursework in the age-level classroom, move to a higher grade-level class for one or more subjects, and/or skip one or more grades.

**Affective Curriculum** – focuses on the person/social awareness and adjustment and includes the study of values, attitudes, and self.

**Authentic Assessment** – evaluating student learning through the use of student portfolios, performance, or observations in place of more conventional measures (tests, written assignments). The process allows students to be evaluated using assessments that more closely resemble real world tasks.

**Complexity** – the ability to perceive “multitudinous relationships” in all things leading to a need for precise facts and exactitude resulting in a need for constant mental stimulation and the possibility of argumentative behavior due to demand for accuracy, exactness, and precision of thought.

**Content** – using the student’s abilities to build a richer, more diverse, organized knowledge base facilitated by encouraging abstractness, complexity, variety, and inquiry.

**Curriculum Compacting** – permitting a student to exchange instructional time for other learning experiences, once he/she has demonstrated mastery of the lesson being covered.

**Differentiation** – development of curriculum and instruction based on content, pacing, and/or product to meet unique student needs in the classroom.

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**Enrichment** – activities that add or go beyond the existing curriculum.

**Flexible Grouping** – instructional strategy where students are grouped together to receive appropriately challenging instruction allowing students to move in and out of various grouping patterns based on the course content.

**Learning Environment** – the setting which encourages students to engage their abilities to the greatest extent possible, including taking risks, and building knowledge and skills in what is perceived as a safe, flexible, environment.

**Pacing** – the speed at which content is presented and instruction delivered.

**Process** - promoting creativity and higher level cognitive skills and encouraging productive use and management of the knowledge mastered by students facilitated by incorporating the higher levels of Bloom's Taxonomy, creative thinking, open-endedness, group interaction, variable pacing, variety of tasks accommodating different learning styles, debriefing, and freedom of choice.

**Products** – demonstration of mastery reflecting student's potential incorporating real problems, appropriate audiences, time management skills, manipulation of information, previously established criteria, and authentic self and audience evaluation.

**Scaffolding** – an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.

**Tiered Assignments** – a differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.