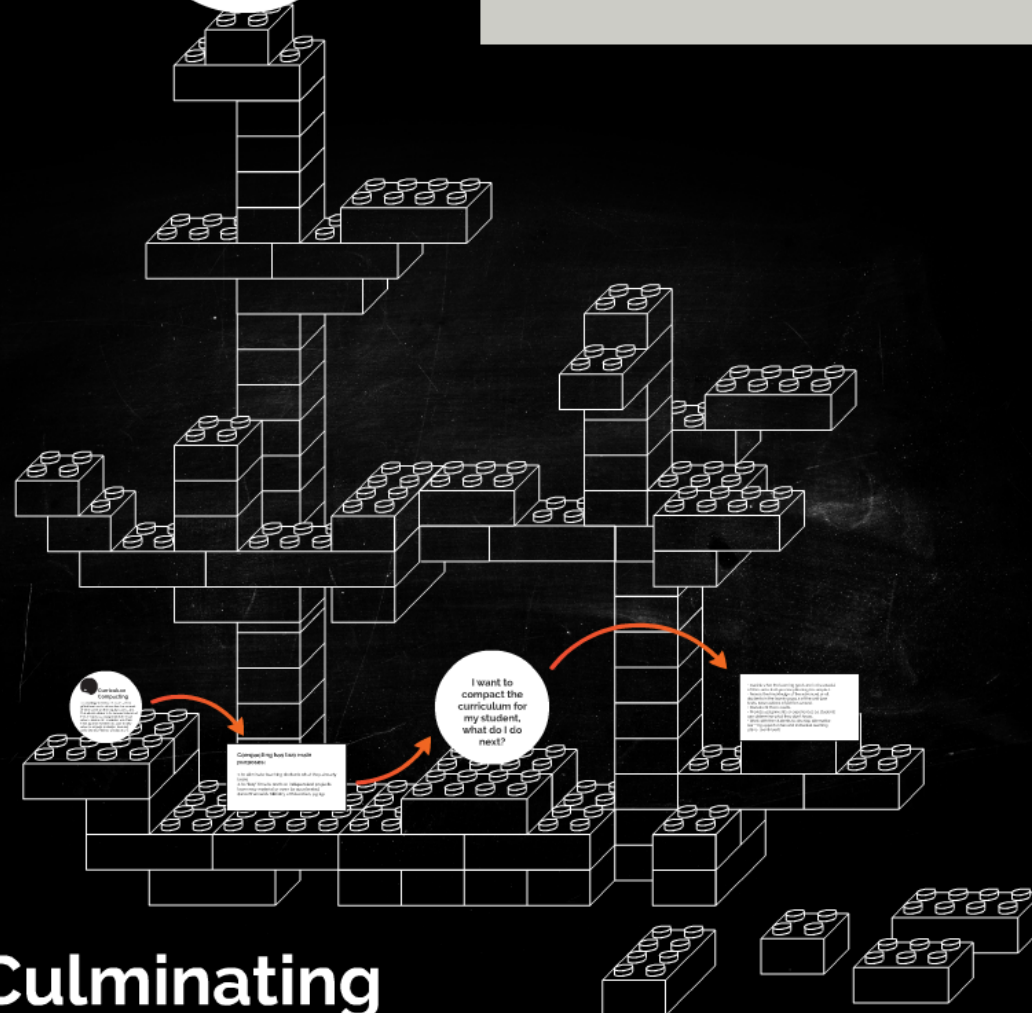


- Meet with students regularly so they feel supported and they can ask questions about what they don't understand.
- Encourage collaboration among students to enhance feelings of support and belonging and to enhance learning.
- Create opportunities for student input during the process as well as at the end.

This led was developed by a Canadian high school teacher (Bluthtesson, pg 154) with additional details from the New Brunswick Ministry of Education (pg 15)



One author's perspective

I want to compact the curriculum for my student, what do I do next?

One author's perspective

Compact Edg has been made possible



Module 4 – Culminating Activity

Compacting the Curriculum for Gifted Learners

- Meet with students regularly so they feel supported and they can ask questions about what they don't understand.
- Encourage collaboration among students to enhance feelings of support and belonging and to enhance learning.
- Create opportunities for student input during the process as well as at the end.

This list was developed by a Canadian high school teacher (Dutchman, pg 153) with additional details from the New Brunswick Ministry of Education (pg 38).



add logo here

Module 4 – Culminating Activity

Compacting the Curriculum

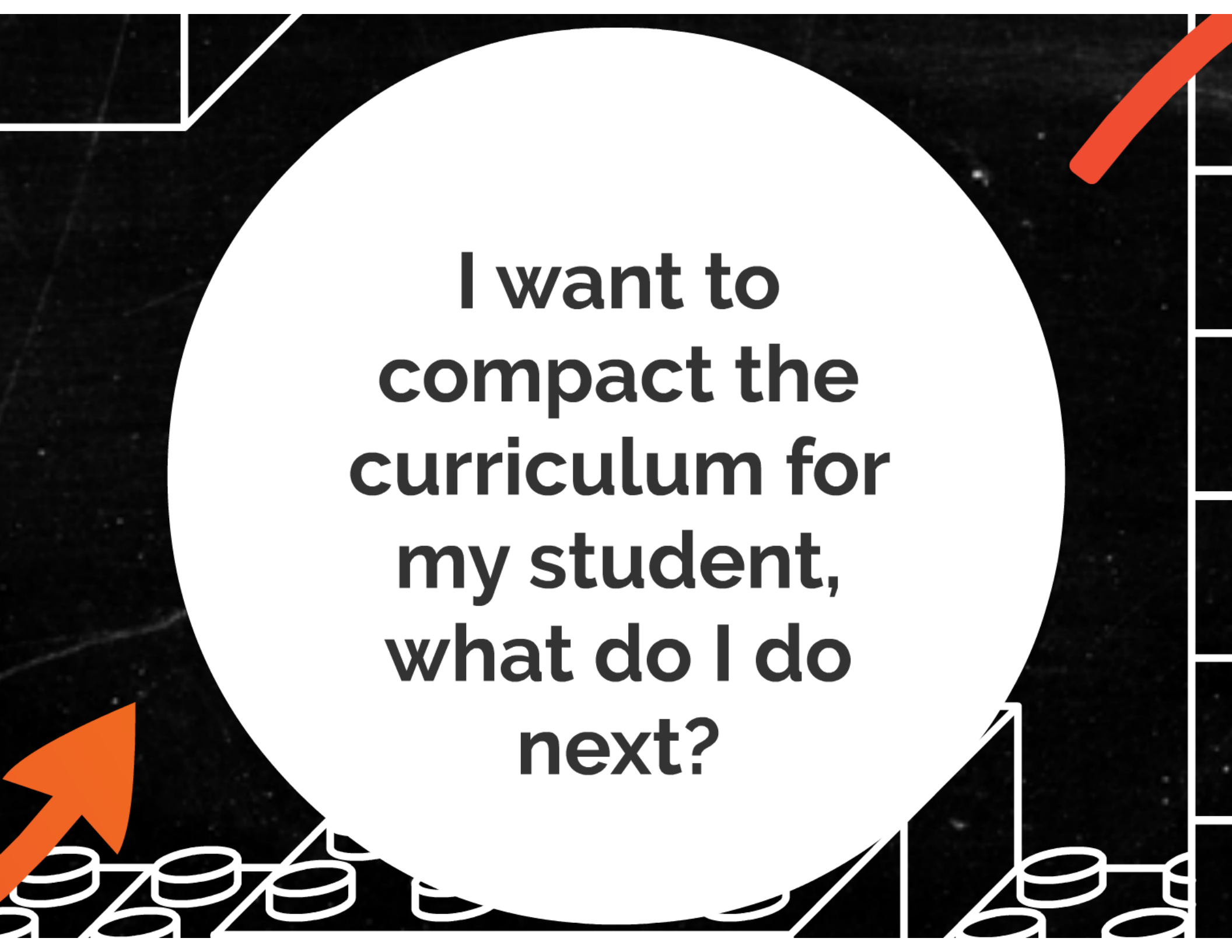


Curriculum Compacting

is a strategy that teachers can use for gifted learners to streamline the amount of time spent on the regular curriculum. This allows students to demonstrate what they know, to do assignments in those areas where work is needed, and then frees up time for them to work in new areas or engage in deeper learning activities (BC Ministry of Education).

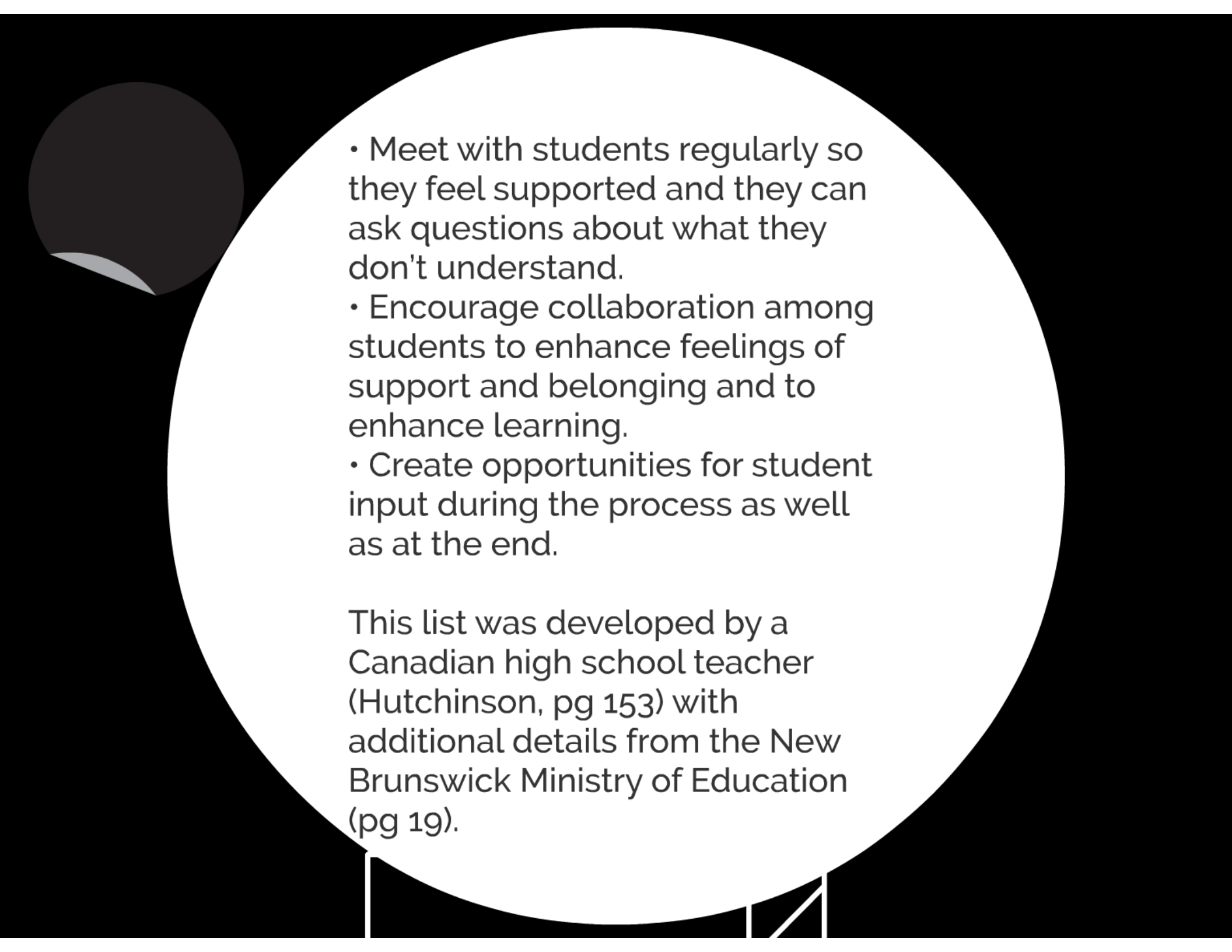
Compacting has two main purposes:

1. to eliminate teaching students what they already know
2. to “buy” time to work on independent projects, learn new material or even be accelerated
(New Brunswick Ministry of Education, pg 19).



**I want to
compact the
curriculum for
my student,
what do I do
next?**

- Decide what the learning goals are in the area(s) of the curriculum you are planning to compact.
- Assess the knowledge of the advanced or all students in the learning goals of the unit (use tests, observations of performances).
- Document their results.
- Provide assignments or experiences so students can determine what they don't know.
- Work with the students to develop alternative learning opportunities and individual learning plans. (continued)

- 
- Meet with students regularly so they feel supported and they can ask questions about what they don't understand.
 - Encourage collaboration among students to enhance feelings of support and belonging and to enhance learning.
 - Create opportunities for student input during the process as well as at the end.

This list was developed by a Canadian high school teacher (Hutchinson, pg 153) with additional details from the New Brunswick Ministry of Education (pg 19).

