

Contents

Contents	iii
List of Contributors	v
Acknowledgments	vi
SECTION 1: THE FOUNDATIONS	1
1. About This Book	3
Starting Point	3
The Regular Classroom	5
Format of the Book	6
2. The Central Issues	7
Static or Developmental Concept	8
Regular Classroom Focus	9
Best Educational Practice	10
Avoiding Add-Ons	11
Differentiated Curriculum	12
Skills, Practice and Learning	13
Summary	14
3. Understanding Giftedness and Talent	17
Older Viewpoints	17
A Developmental Approach to Giftedness	19
Natural Abilities	20
Learning, Practice and Support	22
Contributing Factors	24
Performance (Talent)	24
Implications	25
4. The Differentiated Curriculum	27
School Organisation	28
The Curriculum	28
Differentiated Curriculum	29
Types of Differentiation	29
Appropriate Speed	30
Cognitive Processes	31
Enrichment/Extension	33
Personal Experience/Autonomy	35
Multiple Intelligences	37
Deductive Thinking	39
Social Change	40
Summary	42

SECTION 2: CURRICULUM UNITS OF STUDY	43
1. Introduction	45
2. Communication / Social Education	47
Seeing is Believing? - Television	47
Seeing is Believing? - Print	55
Getting the Message	61
3. Social / Environment	69
Conflict	69
Landscape and Lifestyle	78
4. Health / Social Education	85
Food for Thought.....	85
5. Technology / Social / Environment	95
Home Sweet Home	95
Technology Around Us	103
6. Research Skills / Science / English	111
Introducing Research Skills	111
7. Science / Research Skills	119
Sound and Science	119
8. Science / Social Education	127
Waste Not, Want Not	127
9. Disabilities / Health / Social Education	133
Wheeling and Dealing	133
10. Social Education / Work.....	141
Work - A Four Letter Word	141
11. English	151
Picture Story Book	151
12. Technology / Research Skills	161
Tree House Elevator	161
13. Social / Environment / English /Technology / Maths	167
Making Sense of Money	167
14. Maths / Environment	175
The Shape of Things	175
15. Science / Environment.....	181
Animal and Vegetable and Mineral: Oils	181
16. Social / Environment / Research Skills	191
Australia in the 19th Century, the Goldrush Era	191
17. Art	203
World of Art	203
18. Music	211
Music with a Message	211

SECTION 3: WELL KNOWN APPROACHES	219
Bloom's Taxonomy	221
Gardner's Multiple Intelligences	223
Parnes' Creative Problem Solving	225
Purdue Three-Stage Enrichment Program	227
Renzulli's Triad Model	228
SCAMPER	230
Ryan's Thinker's Keys	231
Treffinger's Self Directed Learning Model	233
REFERENCES	234

List of Contributors

The following writers have contributed to this publication.

South Australia

Bailey, Judy	Settlers Farm Primary School
Bennett, Susan	Kimba Area School
Davies, Frank	Stirling East Primary School
Draper, Debbie	Fisk Street Primary School
Esterhuizen, David	Linden Park Primary School
Esterhuizen, Seona	Hawthorndene Primary School
Gibson, Maggie	Torrensville Primary School
Hatzi, Chris	Basket Range Primary School
Holloway, Wendy	Linden Park Primary School
Murphy, Karen	Linden Park Junior Primary School
Ormsby, Judy	Walkerville Primary School
Senic, Lyn	Wudinna Area School
Steer, Heather	Littlehampton Primary School
Stevens, Julie Ann	The Heights Primary School
Vigar, Jill	Port Lincoln Public School
Williams, Evelyn	Linden Park Junior Primary School
Woolcock, Linda	Kimba Area School

Northern Territory

Boyd, Kerry	Alice Springs School of the Air
Caraher, Mike	Wanguri Primary School
Honan, Nicky	Nightcliff Primary School
Parker, Rowena	Nhulunbuy Primary School
Patterson, Jill	Alyangula Area School, Groote Eylandt
Tudor, Jill	Bradshaw Primary School, Alice Springs
Wiseman, Ham	Katherine School of the Air