

Gifted Education Communicator

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Differentiating the Common Core Standards: A Model

Educating the High Performing Students at a High School in Singapore

Fragments of My Life

Multimodal Composing: Engaging Diverse Learners in AP English Language and Composition

Book Reviews



Differentiating the Common Core Standards: A Model

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The introduction and value attributed to standards have to some degree obliterated the perceived need to differentiate curriculum for gifted students. The emphasis provided to educators regarding the importance of the standards to academic success often relegates the need for differentiation to a secondary level thus resulting in the omission of a differentiated set of learning experiences. In reality, the standards have become a substitute for differentiated curriculum rather than a common feature of a differentiated curriculum.

The discussion that the Common Core standards are sufficiently sophisticated to qualify as differentiated for gifted students is noted among educators and community members. The Common Core standards do challenge gifted students, however, they do not, as a single stand-alone learning experience, constitute all the features that have been touted as fundamental to creating the challenge that recognizes and responds to giftedness. Each of the Common Core standards require an association with other recognized features of a differentiated curriculum to become the challenge that gifted student should and need to expect.

The Model to Differentiate Standards

The model is comprised of a sequence of steps that define the learning process. The integration of the standards to the GATE Standards is facilitated by their connections to the elements outlined in each of the dimensions of the GATE Standards: Acceleration, Depth, Complexity, and Novelty. The following chart synthesizes the definitions of the constructs of the GATE Standards and highlights the non-negotiable elements that are to be embedded within a differentiated learning experience for gifted learners.

GATE Constructs	Non-Negotiable Elements
<i>Acceleration</i> — Acceleration of knowing, or how to accelerate the understanding of the content and/or skills.	<ul style="list-style-type: none">• Universal Concepts• Big Ideas• Thinking Like a Disciplinarian
<i>Depth</i> — Delineation of key words or prompts that stimulate inquiry or research into an area of study at deeper and more sophisticated levels.	<ul style="list-style-type: none">• Language of the Discipline• Details• Patterns• Trends• Rules

	<ul style="list-style-type: none"> • Unanswered Questions • Ethics • Big Ideas • Impact • Process • Motive • Proof
<i>Complexity</i> — Delineation of key words as prompts that encourage awareness of the intricacies of an area of study.	<ul style="list-style-type: none"> • Over time • Multiple Perspectives • Interdisciplinary Connections • Context • Translate • Original • Judgment
<i>Novelty</i> — Selection of skills and learning experiences that encourage individualized thinking, investigation, and expression.	<ul style="list-style-type: none"> • Critical Thinking Skills • Creative Thinking Skills • Independent Study • Student interest, choice, and aptitude

The elements within each of the four constructs of the GATE Standards function like individual spices on a spice rack. Each spice, as with each element of the GATE Standards has its own unique “flavor profile,” or set of characteristics, attributes, and features. Elements of the GATE Standards, like spices, can be used on their own or in thoughtful combinations to create beautifully seasoned “dishes” or learning experiences. The purpose of this model to differentiate standards is to have the teacher function like a master chef; strategically engaged in the decision making process regarding which elements of the GATE Standards could be selected to best “season” the learning experience for individual and small groups of learners in a classroom. It is important to note that there is not one right way to align the GATE Standards with the core content standards. Appropriate matches are made based on an analysis of the following questions:

- What are the needs, interests, and abilities of the individual or group of gifted students in relation to the content standards?
- What are the needs, interests, and abilities of the individual or group of gifted students in relation to the elements of the GATE Standards?
- How will the selected GATE element(s) positively impact the learning experience for the individual or small group of gifted students?

- In what ways will the selected GATE element(s) provide an appropriate challenge for the individual or small group of gifted students?
- What element(s) of the GATE Standards would the individual or small group of gifted students select for and by themselves?

The following chart provides a general example of how the elements from the constructs of the GATE Standards (Acceleration, Depth, Complexity, and Novelty) can be used as the means of differentiating within each syntactical layer of an instructional model. Under this paradigm, the core content standards (CCSS, NGSS, VAPA, etc.) and the GATE Standards work in tandem to create comprehensive and responsive learning experiences. One set of standards does not dominate the other. Both sets of standards are necessary and must work as complimentary sets to articulate the knowledge, skills, and dispositions that students must grapple with at each grade and readiness level.

Sequence of the Model	Integration of GATE Standards
<p><i>Motivation /Introduction</i></p> <p>The selected standard needs to be introduced in relationship to a real world purpose for the understanding and use of the standard.</p>	<p><i>Acceleration</i></p> <p>Conduct a discussion regarding the standards relationship to big ideas: “Change can have negative and/or positive outcomes.” OR “Power can be seen or unseen.”</p>
<p><i>Application</i></p> <p>The selected standard needs to be demonstrated with respect to its relevant and purposeful relationship to the appropriate facet of a discipline or disciplines.</p>	<p><i>Acceleration</i></p> <p>Respond to the question: How does this standard relate to Thinking Like A Disciplinarian in the subject area?</p>

<p><i>Practice</i></p> <p>The selected standard needs to be demonstrated and practiced as it relates to other skills/knowledge that gifted students have learned previously.</p> <p>The selected standard needs to be practiced in context of the discipline in which it was introduced and practiced so it is understood as a fundamental feature of the discipline.</p>	<p><i>Depth and Complexity</i></p> <p>Instruct students to apply the standard to different contexts and processes.</p> <p>Facilitate students' abilities to discuss and exemplify the rules for the use of the standard.</p>
<p><i>Transfer</i></p> <p>The selected standard needs to be applied across various intra and interdisciplinary learning experiences.</p>	<p><i>Novelty</i></p> <p>Allow students to apply the standard for new academic purpose.</p>
<p><i>Individualization</i></p> <p>The selected standard needs to be integrated into the gifted student's repertoire so that the student can become self-directed in its application.</p>	<p><i>Complexity</i></p> <p>Provide students with the opportunities to translate the standard into their own words and for their own purposes.</p>
<p><i>Assessment</i></p> <p>The selected standard needs to have related criteria to be applied by educators and students to determine the appropriateness and sophistication of its utilization.</p>	<p><i>Novelty</i></p> <p>Apply critical thinking skills to determine the appropriateness and quality of the application of the standard.</p>

The lesson plan below provides a more specific example of how the elements from the GATE Standards can be embedded within each step of the model to differentiated learning experience for a CCSS Anchor Standard. Please note that this lesson example is not grade level specific and can be adapted to meet the age and developmental levels of any student.

Standard: [“CCSS.ELA-Literacy.CCRA.R.8](#)

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.”

Sequence of the Model	Integration of GATE Standards
<p style="text-align: center;">Motivation</p>	<p>Discuss with students how argumentation facilitates or inhibits the concept of change.</p> <p>As a class, generate a definition for the meaning of change and construct a set of variables that could change as a result of argumentation.</p> <p>GATE Element – Universal Concept GATE Construct – Acceleration</p>
<p style="text-align: center;">Application</p>	<p>Provide a set of examples of how argumentation facilitates understanding of scientific phenomena.</p> <p>Use current events such as global warming, the California drought, and deep space exploration as discussion points to examine the various sides of the argument that exist within these scientific phenomena.</p> <p>Provide an opportunity for students to Think Like a Disciplinarian and examine the same argument from different disciplinary perspectives. Discuss how the facts of the argument change or remain the same based on the point of view.</p> <p>GATE Elements – Thinking Like A Disciplinarian, Universal Concepts, and Complexity GATE Constructs – Acceleration, Complexity</p>

<p style="text-align: center;">Practice</p>	<p>Provide students with an opportunity to prepare and defend an argument for two subjects (topics) within a discipline. For example, prepare and defend an argument for a treaty and political event in our country within the past ten years.</p> <p>Engage students in a discussion to analyze their argument in relation to the following questions:</p> <ul style="list-style-type: none"> • Who does the argument impact? • What were the motives of the author of the argument and what are the motives of the recipients of the argument in either accepting or negating the argument? • How does the argument address the ethical issues inherent in the issue? <p>GATE Elements – Depth prompts and Complexity prompts GATE Constructs – Depth and Complexity</p>
<p style="text-align: center;">Transfer</p>	<p>Provide students with an opportunity to create and defend an argument concerning the efficacy of an answer or the solution to a math, literary, or social studies problem.</p> <p>Provide students with samples of previously constructed arguments. Students can work independently or in small groups to examine the constructed arguments using the skills of critical and creative thinking:</p>

	<table border="1" data-bbox="776 237 1339 510"> <thead> <tr> <th data-bbox="776 237 1057 283">Critical Thinking</th> <th data-bbox="1057 237 1339 283">Creative Thinking</th> </tr> </thead> <tbody> <tr> <td data-bbox="776 283 1057 373">Prove with evidence</td> <td data-bbox="1057 283 1339 373">Substitute</td> </tr> <tr> <td data-bbox="776 373 1057 464">Determine the relevance</td> <td data-bbox="1057 373 1339 464">Add-to</td> </tr> <tr> <td data-bbox="776 464 1057 510"></td> <td data-bbox="1057 464 1339 510">Modify</td> </tr> </tbody> </table> <p data-bbox="776 600 1284 667">GATE Elements – Critical and Creative Thinking GATE Constructs -- Novelty</p>	Critical Thinking	Creative Thinking	Prove with evidence	Substitute	Determine the relevance	Add-to		Modify
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Prove with evidence	Substitute								
Determine the relevance	Add-to								
	Modify								
<p data-bbox="362 940 578 968">Individualization</p>	<p data-bbox="776 726 1295 888">Provide students with an opportunity to prepare and defend an argument for a situation or issue that is important to them.</p> <p data-bbox="776 951 1276 1066">Provide an opportunity for students to reflect on the construction of their argument.</p> <p data-bbox="776 1129 1146 1188">GATE Element – Learning-to-learn GATE Constructs -- Novelty</p>								

NOTE: The content provided in this article is based from work currently being conducted under the U.S. Department of Education Grant, Project CHANGE.

Educating the High Performing Students at a High School in Singapore

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Abstract: Educational change has constantly been criticized as being difficult and ineffective largely due to reasons of ineffectual leadership, scarce involvement of stakeholders, inadequate support for adoption and the extent and rapid pace of change. This research is a case study that documents the development and traces the implementation of the Parallel Curriculum at a high school in Singapore. Situated in Galperin's work on step-wise learning and guided by reviews of 380 comprehensive school reform models of educational change, an implementation model termed DREAM is conceptualized to drive the implementation of the Parallel Curriculum in a high school in Singapore. To ascertain the efficacy of the DREAM implementation model, teachers' learning is traced through self-reported surveys at different stages of the implementation. Students' learning is also traced to ascertain the successful introduction of the Parallels in the classroom. Preliminary results from this on-going study found that through the DREAM implementation model, the Parallel Curriculum was successfully implemented at a high school in Singapore. This study aims to contribute to the paucity of case study research in the implementation of educational change in Singapore.

Keywords: educational change, reform, Parallel Curriculum and Singapore

Introduction

Educational change has constantly been criticized as being difficult and ineffective largely due to reasons of ineffectual leadership, scarce involvement of stakeholders, inadequate support for adoption and the extent and rapid pace of change (Hargreaves & Shirley, 2009). A comprehensive longitudinal study that traced the trajectory of reforms in schools over a span of six years illustrated this fruitless attempt when reforms were not attuned to local circumstances and ideologies. In Datnow (2002) case study of 13 elementary schools that adopted an externally-developed successful school reform designs attested to two predominant reasons for its ensuing failure six years later: poor conception of reform designs to accommodate local constraints and dearth of support for teachers who faces contradictions with their belief systems in the rhetoric of change. Thus for educational change to succeed, research-based innovative strategies that are tailored to the specificity of the milieu complemented with ongoing high quality professional development of staff and evaluation of implementation, led by school leaders as instructional leaders (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007) must be in place to ascertain its successful implementation.

Background and Theoretical Framework

Catholic High School is an all-male government-aided school offering a six-year primary and four-year secondary section. Founded in 1935 by French missionary Reverend Father Becheras, the school was one of the first to emphasise bilingual education. In addition, while it is a school under the auspice of the archdiocese, it accepts both Catholic and non-Catholic students.

In 1998 the Gifted Education Programme was established in the primary section of the school, and in 2013, a six-year integrated programme jointly offered with Singapore Chinese Girls' School and CHIJ Saint Nicholas Girls' School, with affiliation to the new Eunoia Junior College, was set up. The Integrated Programme is designed for high performing and more academically-able students to proceed to the Junior Colleges without the need to take the GCE 'Ordinary' Level examinations. Such programmes are designed for schools to stretch these academically-stronger students through providing them greater breadth and depth in the academic and non-academic curriculum.

In 2015, the school did a review of the Integrated Programme, in search of a challenging and innovative curriculum to maximize the potential of every Catholic High gentleman to prepare him for the future. The curriculum sought was to be geared towards developing all students, including the most talented, to the fullest of their ability and aimed to frame the current

Thinking Skills, Innovative Pedagogies, Differentiated Instruction and Holistic Assessment of the school's Progressive Academic Curriculum framework.

School Leaders and the school's Executive Management Committee explored and evaluated various curriculum models over the course of the year and decided to adopt the Parallel Curriculum Model. The Parallel Curriculum was chosen as it was able to frame the current practices of the school while being responsive to the ascending intellectual demand of the students.

Furthermore to facilitate the implementation of the Parallel Curriculum, School Leaders purposefully redesigned the school's organisation (Oplatka, 2011). This included re-structuring and re-defining the role of the Progressive Academic Committee to review curriculum policy and framework of the school, reformulate the policy to address present need and future outcome of the school, drive and monitor the implementation of the Parallel Curriculum and finally to work with the School Staff Developer and her team on staff training. In addition, a Head of Department/Curriculum Innovation position was also created to lead this committee. This portfolio was created because School Leaders felt that successful curriculum innovation requires time vested in research on successful implementation strategies complemented with high levels of skills in strategic thinking, human resource management and knowledge of the teaching and learning of the school.

The Head of Department/Curriculum Innovation reviewed literature on various implementation models, and together with Head of Department/Mathematics and Subject Head/Talent Development formed the core team of the Progressive Academic Committee. Together they obtained feedback from various Academic Heads, Senior Teachers and the Lead Teacher on the current curriculum policy and framework of the school and put forth a stepwise-cyclical iteration for the implementation of the Parallel Curriculum. Named DREAM (seen in Figure 1 and explicated below), this stepwise enactment begins at the level of middle managers and a core group of teachers in 2016 before it culminates with all teachers in the second iteration in 2017.

The theoretical stance of this DREAM implementation model is situated in Galperin's work on step-wise learning (Arievitch & Haenen, 2005) and guided by Desimone (2002) reviews of 380 comprehensive school reform models to ascertain which factors are considered for reform to succeed. This alignment is necessary because as much as the implementation of curriculum change is a macro school-wide approach, it is predicated on the micro learning of the individual teacher.

Galperin's approach to learning emphasises four distinct phases in human learning, namely: (1) orientation, (2) communicated thinking, (3) dialogical thinking and (4) acting mentally. In the orientation phase, the new action that is to be learnt is brought to the learner's attention. After gaining knowledge of the task and conditions, learners are encouraged to communicate about the action without the use of materialised tools — the communicated thinking phase. In the dialogical thinking phase, the learner "establishes a dialogue with himself" (Rambusch, 2006, p. 2000) while executing the action. The last phase orientates the learner by enabling the action to be performed through the use of mental images after gaining experience in the dialogical thinking phase.

In juxtaposing the four phases of Galperin's stepwise learning into education reform models, the orientation phase refers to the introduction of the curriculum reform and its conditions for successful implementation in the professional development of staff.

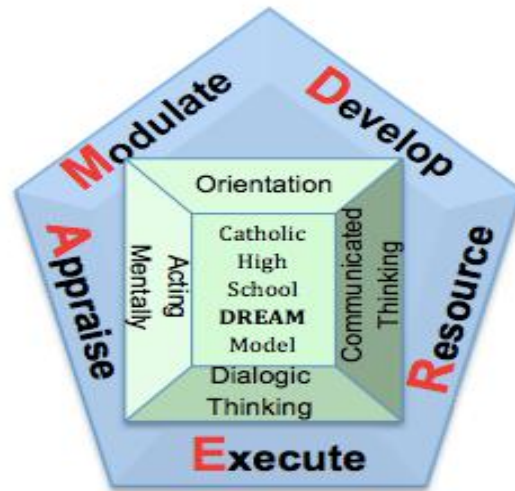
Communicated thinking in the context of education reform refers to the verbal phase where implementers talk to each other about the teaching sequence through the use of unit and lesson plans. Such advocates the need for a resource-bolstering stage in reform implementation where implementers are given planning time to discuss the planning of the lessons and units.

Dialogical thinking is the material phase where the discussed teaching sequence is enacted or "materialized" in the classroom base on the earlier communicated thinking phase. Finally, the acting mentally phase is the cognitive phase where implementers transform their earlier enactment into concepts to help them deal with new similar or differing situations based on their previous experiences. This corresponds to the appraisal and modulation phase in reform implementation in preparation for the next iteration.

Contextualizing the implementers' learning process (Arievitch & Haenen, 2005) into Desimone (2002) reviews of school reform models, the Progressive Academic Committee proposes a stepwise-cyclical iteration for the implementation of the Parallel Curriculum (refer to Figure 1) and it consists of:

1. **D**evelopment of Staff in the curriculum.
2. **R**esource bolstering for implementation.
3. **E**xecution of the curriculum for students.
4. **A**ppraisal of the curriculum.
5. **M**odulation of the curriculum for subsequent phases.

Figure 1. DREAM Implementation model (situated learning in reform)



This study traces the development and implementation of Parallel Curriculum in a high school in Singapore via the DREAM implementation model. Using case study, the novel implementation of the Parallel Curriculum in the school is traced. Additionally, teachers and students' learning while undergoing the pilot implementation of the Parallel Curriculum through the different phases of the DREAM implementation model is also traced. All of this dovetails into two research questions:

1. How is the parallel curriculum developed and implemented in a high school in Singapore?
2. What are the teachers and students' learning from this implementation?

Method

Using case study (Stake, 1995), the implementation of the Parallel Curriculum is traced. Qualitative documentation of the development and implementation of the Parallel Curriculum occurs throughout the year. Quantitative self-reported survey data is collected at three different milestones to trace teachers' learning, namely: 1) after the book club sessions at the Pre-Workshop Survey, 2) after the professional development session by Prof Sandra N Kaplan at the Post-Workshop Survey and lastly 3) after the teachers' pilot implementation of the Parallel Curriculum at the Post Pilot PCM Implementation Survey (data collection here is on-going and will not be included in this paper). This Pre-Workshop survey administered is a 4 point likert scale, with 1 being strongly disagree, 2 disagree, 3 agree and 4 strong agree.

Data on students' learning is also obtained using self-reported Pre-PCM Unit and Post-PCM Unit survey via a 4-point-likert-scale, with 1 being strongly disagree, 2 disagree, 3 agree and 4 strong agree. Details of data collection are seen in the table below.

Table 1. Data collection for the implementation of the Parallel Curriculum

Methods		March – June 2016					July - October 2016			Nov – Feb 2017	
Teachers	R Q 1	Qual	Planning & Direction setting	Development of Staff Phase: Book Club on PCM		Development of Staff Phase: PD Workshop by Prof Sandra Kaplan		Resource Bolstering Phase: Time set aside for Planning	Execution Phase		Appraisal of implementation Phase Modulation of the implementation Phase
	R Q 2	Quan			Pre – Workshop Survey		Post – Workshop Survey			Post Pilot PCM (on-going)	
Students	R Q 2	Quan	N.A.					Pre PCM Unit Survey	Lessons with four Parallels	Post PCM Unit Survey	

RESULTS

1. Development and Implementation of the Parallel Curriculum in Singapore

In response to the first research question, the DREAM implementation model that was put forth is closely adhered to.

I. Development of Staff in the Curriculum

This included organising three PCM book club sessions prior to the Professional Development Workshop on the Parallel Curriculum. The purpose was to acquaint staff with the four Parallels and to review current practices that were aligned to the four Parallels. Staff's initial understanding of the Parallel Curriculum was also determined via crafting of the lesson plans on practices that were already aligned to some of the four parallels.

In addition, cross cutting concepts and core ideas put forth by the Committee on Conceptual Framework for the New K-12 Science Education Standards (2012) were used to frame all disciplines in the school to aid in connecting all the different subject disciplines offered by the school.

Consequently, to ensure on-going high quality professional development of staff, effort was made to invite experts in the field of Parallel Curriculum Model to develop staff in the adoption of the Parallel Curriculum in the various disciplines. This was supported by a core team of department heads from the Progressive Academic Curriculum to contextualise the Parallel Curriculum in the school, taking into consideration cultural nuances and professional capacity of the staff to drive the implementation of the Parallel Curriculum.

II. Resource Bolstering for Implementation

The implementation of the Parallel Curriculum was supported via the provision of discipline based-pedagogy books, lesson plans (artefacts), planning periods (time), technical expertise, manpower (human) and an in-house PCM resource toolbox that comprised carefully compiled teaching strategies aligned to the four parallels. Other resources also included the incorporation of planning-cum-discussion time into the existing School Professional Development framework in the lead up to the pilot implementation of Parallel Curriculum.

III. Execution of the Curriculum for Students

Execution referred to the pilot implementation of the four Parallels in the Talent Development Programme and specific classes across the various levels in the high school. Students were asked to attempt an online Pre-PCM Unit survey before the commencement of the PCM unit and Post-PCM Unit survey at the end of the PCM unit. Video-recording of this pilot implementation of the Parallels in the classroom occurred for the appraisal phase where review and refinement of the implementation took place for the next iteration.

IV. Appraisal of the Curriculum for Strengths and Weaknesses

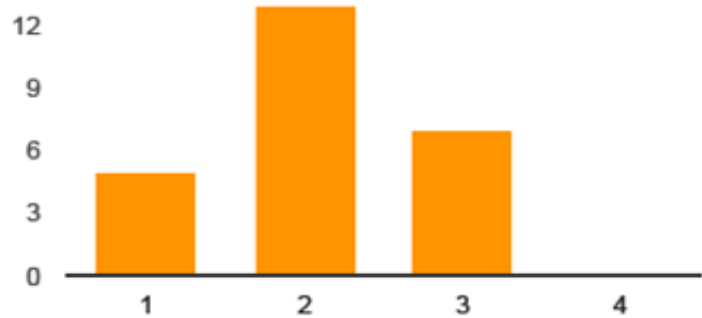
The evaluation of the pilot implementation of the Parallel Curriculum occurred at two levels. First was by the teachers in the department to review the earlier video recorded data on the pilot implementation of Parallel Curriculum, to glean the strengths and areas-for-improvement of this pilot implementation. Second was by Prof Sandra N Kaplan on the unit and lesson plans or video recorded unit to provide feedback to the teachers during the department-based focused group discussion to facilitate the on-going high quality professional development of teachers.

V. Modulation of the Curriculum for Subsequent Phases

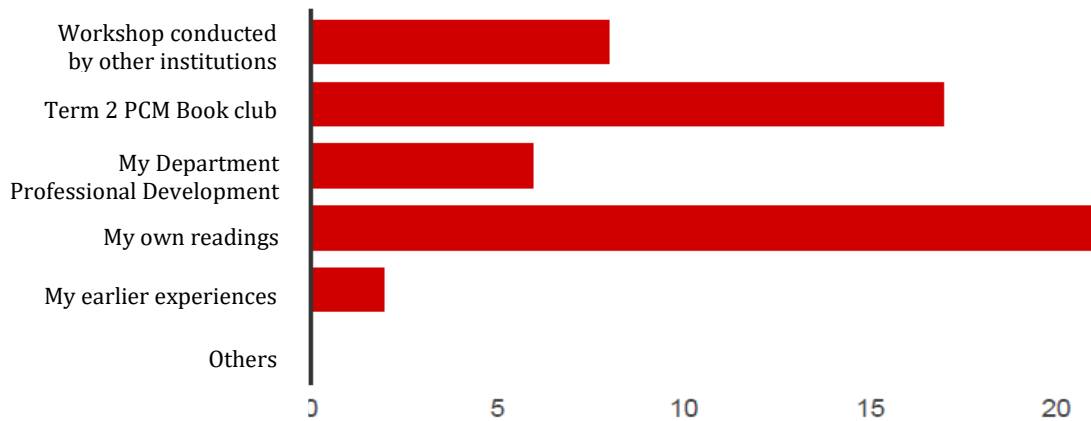
Modulation referred to the refinement of the pilot implementation for subsequent implementation after department-based and researcher-based review of the pilot implementation of the Parallel Curriculum.

2. Teachers' Learning from the Pilot Implementation of the Parallel Curriculum

After the Book Club Sessions at the Pre-Workshop Survey

(1) My current understanding of the Parallel Curriculum											
Pre-Workshop mean: 2.08 out of 4											
 <table border="1"><thead><tr><th>Rating</th><th>Number of Responses</th></tr></thead><tbody><tr><td>1</td><td>5</td></tr><tr><td>2</td><td>12</td></tr><tr><td>3</td><td>7</td></tr><tr><td>4</td><td>0</td></tr></tbody></table>		Rating	Number of Responses	1	5	2	12	3	7	4	0
Rating	Number of Responses										
1	5										
2	12										
3	7										
4	0										
(2) I gained this current understanding of the Parallel Curriculum from*											
Workshop conducted by other institutions	8 out of 25										
Term 2 PCM Book Club	17 out of 25										
Department Professional Development	6 out of 25										
My own readings	21 out of 25										
My earlier experiences	2 out of 25										
Other	0 out of 25										

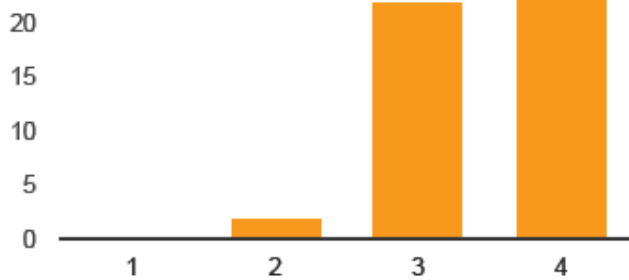
*teachers are able to make more than one selection from a given list of items.



After PCM workshop Session at the Post-Workshop Survey

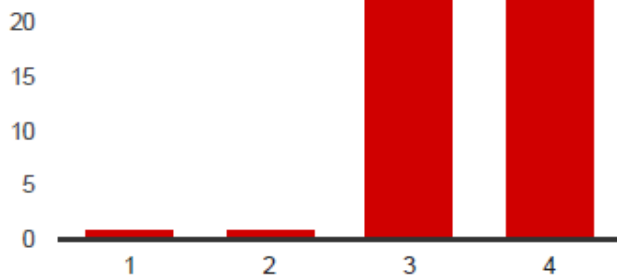
(1) The objectives were achieved.

Post-Workshop mean: 3.50 out of 4



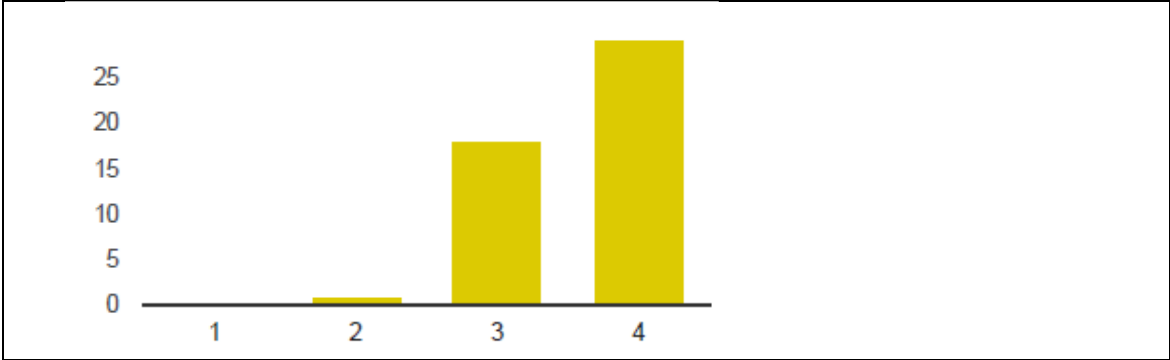
(2) The materials were relevant to objectives.

Post-Workshop mean: 3.40 out of 4



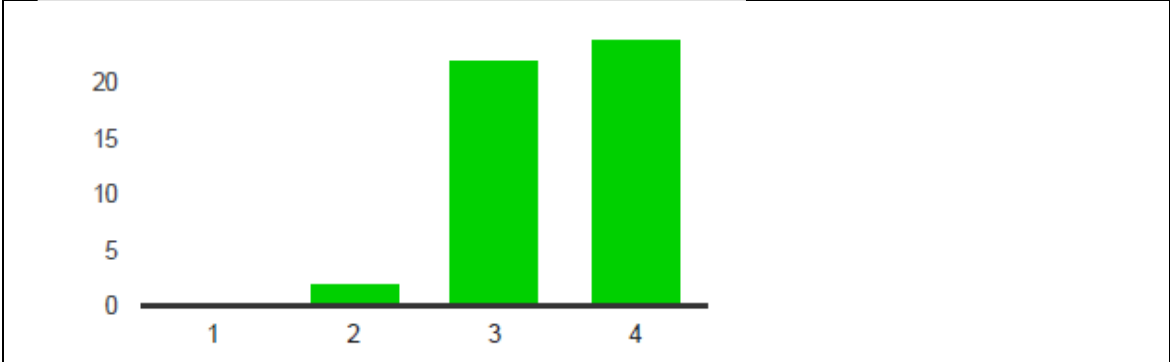
(3) The presentation was good.

Post-Workshop mean: 3.60 out of 4



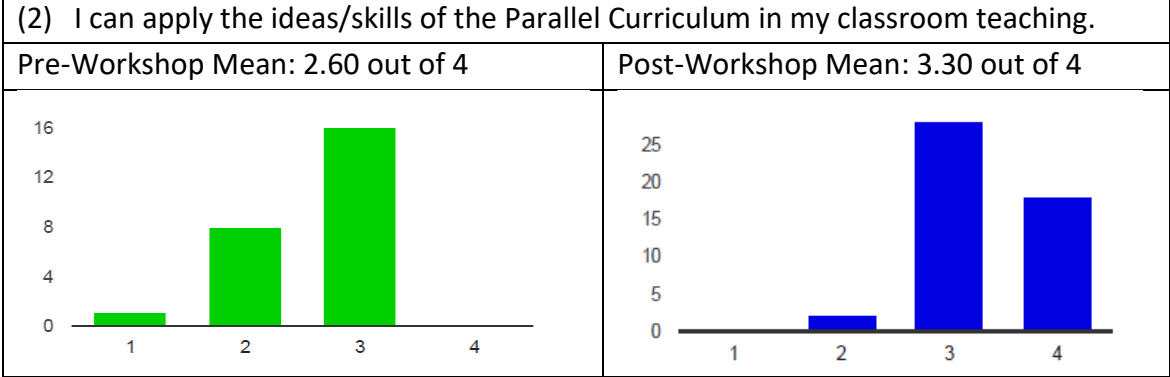
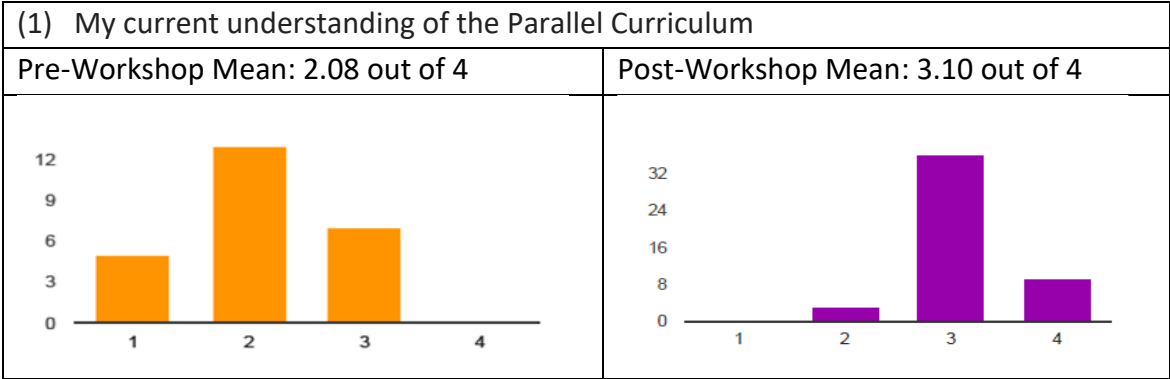
(4) The workshop met my learning needs.

Post-Workshop mean: 3.50 out of 4



Tracing Teachers' Growth in Learning

Comparing Pre-Workshop and Post-Workshop Survey on teachers' Learning

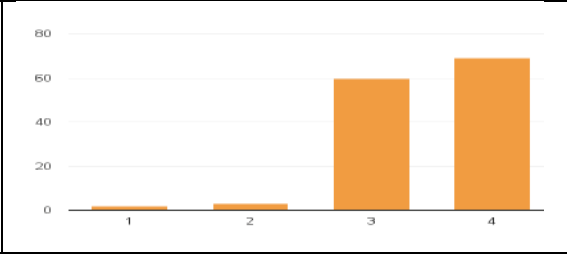
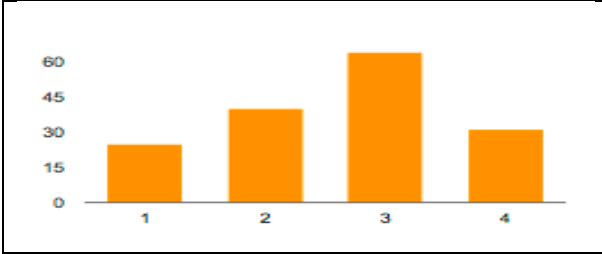


(3) I can apply the ideas/skills of the Parallel Curriculum in my planning of Unit(s).																					
Pre-Workshop Mean: 2.70 out of 4	Post-Workshop Mean: 3.30 out of 4																				
<table border="1"> <caption>Pre-Workshop Data for Item (3)</caption> <thead> <tr><th>Rating</th><th>Count</th></tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>10</td></tr> <tr><td>3</td><td>14</td></tr> <tr><td>4</td><td>1</td></tr> </tbody> </table>	Rating	Count	1	0	2	10	3	14	4	1	<table border="1"> <caption>Post-Workshop Data for Item (3)</caption> <thead> <tr><th>Rating</th><th>Count</th></tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>1</td></tr> <tr><td>3</td><td>26</td></tr> <tr><td>4</td><td>16</td></tr> </tbody> </table>	Rating	Count	1	0	2	1	3	26	4	16
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3. Students' Learning after the Parallel Curriculum lessons

Pre-PCM Unit and Post-PCM Unit Survey on students' Learning

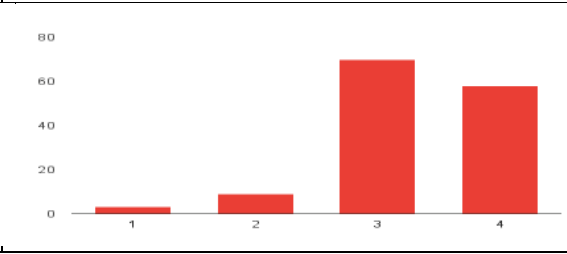
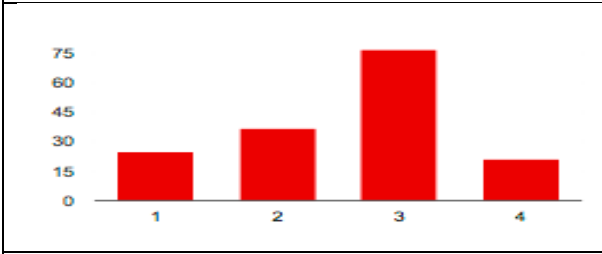
(1) I understand how this concept/skills is related to other areas of this/other subjects																					
Pre-PCM Unit Mean: 2.85 out of 4	Post-PCM Unit Mean: 3.48 out of 4																				
<table border="1"> <caption>Pre-PCM Unit Data for Item (1)</caption> <thead> <tr><th>Rating</th><th>Count</th></tr> </thead> <tbody> <tr><td>1</td><td>12</td></tr> <tr><td>2</td><td>28</td></tr> <tr><td>3</td><td>82</td></tr> <tr><td>4</td><td>30</td></tr> </tbody> </table>	Rating	Count	1	12	2	28	3	82	4	30	<table border="1"> <caption>Post-PCM Unit Data for Item (1)</caption> <thead> <tr><th>Rating</th><th>Count</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>5</td></tr> <tr><td>3</td><td>62</td></tr> <tr><td>4</td><td>75</td></tr> </tbody> </table>	Rating	Count	1	2	2	5	3	62	4	75
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Rating	Count																				
1	2																				
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3	62																				
4	75																				
(2) I understand how this concept/skills is related in other time periods (e.g. 1990s)																					
Pre-PCM Unit Mean: 2.64 out of 4	Post-PCM Unit Mean: 3.26 out of 4																				



(3) I can apply the skills and/or concepts of this subject like how a professional will apply in his/her work.

Pre-PCM Unit Mean: 2.64 out of 4

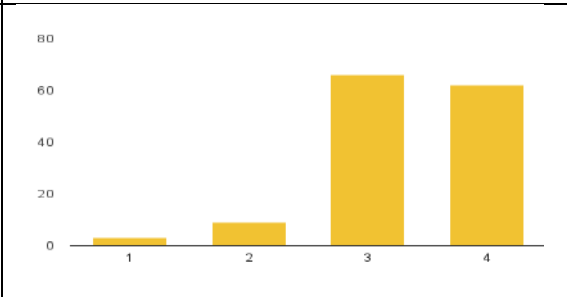
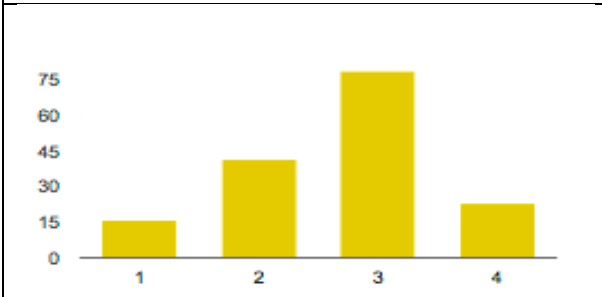
Post-PCM Unit Mean: 3.31 out of 4



(4) I understand the habits/emotions/ethics that are involved in the work of a professional in this subject

Pre-PCM Unit Mean: 2.69 out of 4

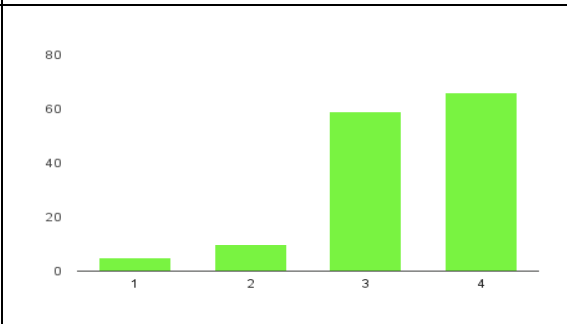
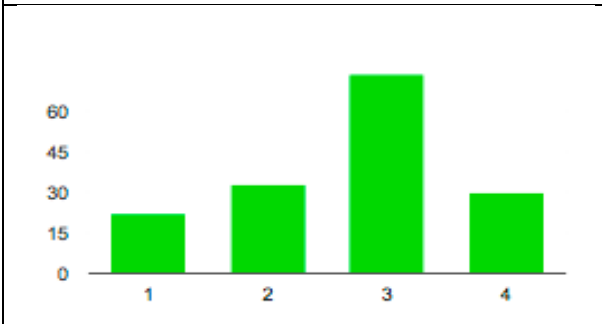
Post-PCM Unit Mean: 3.34 out of 4



(5) Through this subject, I have gained a better understanding of myself and/or my goals.

Pre-PCM Unit Mean: 2.70 out of 4

Post-PCM Unit Mean: 3.33 out of 4



Discussion

In this paper, the DREAM model for implementing curriculum change is conceptualized. In addition, the use of this DREAM implementation model to frame and guide the implementation of the Parallel Curriculum at a high school in Singapore is also explicated. Finally the learning gleaned from the teachers through using this DREAM implementation model and students after undergoing the Parallel Curriculum Units is also traced.

The results obtained demonstrate the effectiveness of the DREAM implementation model in guiding the development and implementation of the four parallels. In the pre-workshop survey (n=25), teachers selected their initial source of understanding the Parallel Curriculum coming mostly from resources such as the readings that were given to them and from the book club sessions that were organised for them to share and discuss their understandings.

Furthermore the provision of high quality professional development through the invitation of experts in the field of Parallel Curriculum Model was critical in helping staff understand the Parallel Curriculum, as seen in the mean feedback score of 3.50 out of 4 on the survey item that stated that the objectives of the workshop was met, 3.40 on the materials were relevant to the objectives, 3.60 on the presentation was good and finally 3.50 on the workshop had met their learning needs.

In addition, staff rated an increase in their understanding (+1.02) of the Parallel Curriculum, their ability to apply the ideas and skills in the Parallel Curriculum in their classroom teaching (+0.77), their planning of units (+0.60) and finally their ability to connect with other disciplines (+0.40) after undergoing the Parallel Curriculum workshop (n= 48) conducted by Prof Sandra N Kaplan (co-author of the Parallel Curriculum).

The successful execution of the Parallel Curriculum, hence the efficacy of the Parallel Curriculum is also seen when students (n=163) reported an increase in their understanding of a concept/skill in the parallels before and after the Unit, namely in the Curriculum of Connections — how this concepts/skills was related to other areas and subjects (+0.63) and how this concept/skill was related to other time periods (+0.62), in the Curriculum of Practice — how a professional would apply the concept/skill in his or her work (+0.67) and the ethics/habits and emotions in the work of a professional (+0.65), and finally in the Curriculum of Identity — a better understanding of oneself and one's learning goals (+0.63).

In sum, this study underscored the efficacy of the DREAM implementation model in driving the implementation of the Parallel Curriculum through foregrounding growth in both teachers and students learning. Case study here is to illuminate meaning of a particular context (Stake, 1995)

to improve practice and the use of the DREAM implementation model has successfully aided in the pilot implementation of the Parallel Curriculum Model at Catholic high school in Singapore.

Acknowledgements

This work would not have been possible without the strong leadership from Mr Lak Yau Hui, Vice Principal (Academic) Catholic High School and Mrs Tay Chen Lai, Vice Principal (Student Development) Catholic High School, with the support from Gifted Education Branch/Curriculum Planning and Development Division and the National Institute of Education. Additionally, Ms Lim Yian Hoon, Head of Department/Curriculum Innovation, Mr Marcus Kuek, Head of Department/Mathematics and Mr Colin Emerson Subject Head/Talent Development of Catholic High School (core team of the Progressive Academic Committee) are key drivers of the Parallel Curriculum implementation.

Not forgetting the pilot implementers of the Parallel Curriculum Catholic High School (seen in the photo) who spent time reading and crafting unit and lesson plans with the strong belief that the Parallel Curriculum will stretch the students through the provision of greater breadth in the curriculum.



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Fragments of My Life

Rocio Mondragon Reyes

My dad was thirty minutes late. My heart began to pound as my eight-year-old sister and I walked into the school's office to call our mom. When she arrived, we walked home quietly. The panic truly began to sink in when my dad would not answer his cell phone. My mom paced back and forth from the kitchen to the laundry room. I was ten years old now, so by 5:00 pm I knew something was wrong. I fidgeted with my writing assignment, unable to make coherent words adhere to paper. As the sound of SpongeBob SquarePants blasted from the television, my heart accelerated. Finally, I heard the battered, white truck creep up -- my dad was not there. I stood at the door and saw my cousin, Adrian, despondently mouth the words, "Lo arrestaron" (*They have arrested him*). I scurried back inside, crying silently to avoid attracting my siblings' attention. I prayed that I had misheard. I had not.

My father – my hero – had been arrested for being undocumented. I noticed my mom hide as the tears flowed silently down her face. When my dad called that evening, my voice betrayed me as he commanded "Se fuerte...cuidalos" (*Be strong...take care of them*). I could not console him when his voice cracked, pleading with me to be strong. I realized then that crying was not my duty. During the day, I was bound to hide my tears from my four-year-old brother when he asked for daddy. Being the mouth and ears for my mom, who did not know English, I maintained my composure. Only at night, sheltered beneath my sheets, did I allow myself to soundlessly cry.

What remained of my childhood began to fade when I was compelled to communicate with my dad's lawyer with adult-like confidence. He assured me the judge had agreed to release my dad under probation. I regained hope – perhaps too much.

Two days later, as my siblings and I arrived home from school, Adrian stood outside, his expression as painful as before. I rushed my siblings inside and turned on Jimmy Neutron, trying to impart normalcy. I walked outside, only to hear my cousin affirm, "Se lo llevaron" (*They took him*). My dad had been deported; the judge had broken his promise. I recalled my fifth grade mornings when I faithfully recited the Pledge of Allegiance, "...one nation under God, with liberty and justice for all." It was all just a myth. My heart hit the gravel, but now, no more tears – I was enraged.

On Monday morning, I walked into the school office, this time to ask for a refund of the entire \$300 my family had carefully saved for my sixth grade camping trip. I acted with the serenity my mother expected; my heart no longer pounded. My family needed the money to pay for my

father's return to the United States, during which he would, once again, risk his life trudging across the unforgiving mountain terrain.

A week later, a burgundy van parked alongside my father's rusty work truck. The door flung open, my father darted with exhaustion towards my brother, embracing him. They beamed at one another, but when my eyes met my father's, we began to weep. That was the second time I had seen my father cry and the first time I cried with him. His pain, fear, and despair were now mine too. I was no longer a child.

My family continues reunited, but the haunting memories are indelible. After years of learning to cope with the disillusion in my home country I have come to realize that I cannot expunge my pain. I can, however, work to prevent others from living my nightmare -- a realization to which I did not arrive easily.

Overcoming the traumatic event has been one obstacle in itself, but even more so learning to transform my raw emotions into something that is positive. As a seventh and eighth grader, the only emotions that manifested within me were resentment and distrust towards my home country, and more specifically, the "white person." I had to learn to trust my teachers again and see past their skin color. I had to learn that my neighbor would not call ICE on my father when he returned. I had to believe that this injustice had a solution and that I can be a part of it.

Learning to trust was the hardest. The Monday after my father's return an anonymous donor at my school had decided to sponsor me for my camping trip. Come Monday night, after accepting the donation, I had decided not to go because I was too afraid that I would come back and my father would not be there. I work up the next morning and started packing. I decided to attend and that was only the first trial in being able to trust. I had to struggle alongside my parents to pay the thousands of dollars we had borrowed, I had to struggle to hide my tears at night, and I had to struggle to be able to talk about the matter without crying. But the real struggle was trust; as a twelve-year-old I lost that trust, and I have never recovered it as idealistically as before.

Rather, I have found the bits and pieces that have allowed me to be empowered by the matter. That's why I packed up that morning and went on the trip despite all my fears; I didn't want to be pitied, so I could not pity myself. I left that Tuesday morning hesitant, uncertain, but willing to endure and fracture from pain, knowing that like a recuperating athlete I would build a stronger callus.

Thus, it is the legal difficulties that overshadow a world of have and have nots which propels me to create a society in which the trust among humankind is revived. Like any other human being I cope with the issue of trust in my fellow society members, which likewise impacted the trust I

had in myself as a twelve-year-old. Whether immigrant or non-immigrant, the issue is simply a matter of trust in those who are designated to protect. All the legal jargon is broken down to one word: trust. The trust when you hear a judge promise, when a lawyer signs a document, and when someone as dear as a father promises "it will all be okay." This is the trust that glues society together and has slowly disintegrated. But bonds I have formed with my teachers such as Mr. Perkins, my Physical Science teacher, have allowed me to experience that trust again -- a trust in the benign elements of society, and most importantly, in my power to change the world. That trust is nothing but...empowerment...the power to evolve, live, and act, together.

Multimodal Composing: Engaging Diverse Learners in AP English Language and Composition

Paula M. Carbone

Youth are awesome. They come to our classrooms full of aspirations and possibility, ready to take on the world. And yet, youth's exuberance is no guarantee of academic engagement or excellence, especially when they are blocked from consistent, robust opportunities to develop the skills and dispositions for academic excellence due to race, culture, or class (Milner, 2010). As AP classes are opened to more students who are willing to accept the challenge, the role of the teacher in providing the appropriate support and challenge for students along a novice-expert continuum has broadened in scope. Designing and promoting lessons with opportunities for students to engage in multimodal composing (c.f., Yancy, 2009) is an approach that not only develops the skills and dispositions for active and meaningful learning, but also provides relevance and authenticity. AP English Language and Composition, as a course, offers possibilities to accomplish this goal through its alignment with rhetoric and composition, analyzing and synthesizing non-fiction print and visual texts, as well as developing arguments on issues of importance (College Board, 2016).

The way students interact with writing in their everyday lives has changed dramatically in the 21st Century (Williams, 2008). To keep students actively engaged in schooled tasks, it is important to address the gap between what students are doing in school and out of school. Lenhart (2015) reported for the Pew Research Center that 92% of teens visit the Internet at least once daily. Smart phones are owned by 85% of African American teens compared to 71% of White and Latino/a teens and African Americans and Latinos/as go on line the most frequently, 34% and 32%, compared to 17% of white teens using the Internet at the same frequency (Lenhart, 2015). Lenhart found that the most popular site used was Facebook, indicating that frequent use is not necessarily connected to realizing youth's aspirations or developing schooled literacies considered important for informed participation in political, economic and social milieus. Because enrollment in AP courses has the potential to increase college enrollment and graduation rates for African American and Latino/a students (College Board, 2016), then it is concerning that their underrepresentation in AP courses continues (Kohli, 2014) and maintains the opportunity gap in educational outcomes.

The effects of the opportunity gap (Milner et al., 2013) are an institutional problem, not a problem with students' abilities or dispositions. A history of differing instruction and knowledge made available to students based on their class and race (Howard, 2010), as well as hegemonic curricula, which limit equitable distribution of knowledge for students from culturally marginalized groups (Connell, 2007) have highlighted the disparity of enrollment in AP. In a

pluralistic society such as ours, inclusion is tantamount to social justice. However, inclusion does not mean everything will be equal, or the same – rather, from a perspective of equity, the assistance each student needs should be provided, with appropriate challenges for those in the expert range, and appropriate assistance for those in the novice range on the continuum. In the AP class, this is possible in many ways, one of which is to engage students in issues of importance to them through inquiry, culminating in a multimodal composition (MMC).

Multimodal Composing in AP English Language and Composition

In AP English Language and Composition, rhetoric is an important focus of the class. Rhetoric promotes the sharing of multiple perspectives in order to allow people to choose the best course of action when there are disagreements about important political, religious, and social issues (Crowley & Hawhee, 2011). This is a strong focus for coursework in which students self-select an important, controversial cause and develop arguments with which to address what the best course of action may be for the greater good. Multimodal compositions are texts inclusive of varied media, with each medium communicating a coherent concept. For example, sound might be used to indicate distress, not just as a background to a MMC. At its most minimal level, an MMC might be a blog with visuals inserted; at a more complex level, a MMC might be a hybrid of media and print to create “a sensory rich space” (McPherson, 2009). In order to produce a MMC as a persuasive text, students must still understand and include the elements of argument: claim, evidence, warrants, refutation, and incorporate the means of persuasion – *logos*, *pathos*, *ethos* – to produce a convincing text.

Therefore, MMC prepares students on the novice end of the continuum to argue issues of importance, entering the important conversations of the day, through its potential to engage writers in the writing process, with the intention of then bridging to academic writing (Miller et al., 2013). Through work on a MMC, agency may be developed as varied choices are made in how to best design and produce a coherent and persuasive text using multiple media sources. Likewise, working on a MMC provides opportunities for students at the more expert end of the continuum to innovate and challenge their notions of print text and composing. Because students view their personal use of technology as disconnected from the what they view as the “boring” writing demanded in school (Witte, 2007), using MMC to develop academic topics such as argument may reframe students’ understanding of school tasks. The primary tasks in AP English Language and Composition are reading critically and carefully, and persuasive writing for varied purposes, as appropriate for the intended audience and purpose. Creating multimodal texts is a powerful way to make strong connections between the interests that

students pursue outside of the classroom with the skills and dispositions being developed in the AP class.

The increase in engagement when using MMC (Williams, 2008) is another plus of using MMC in the AP English Language and Composition classroom. Engagement describes the overall level of how students are active in what they are learning, including their involvement in how they are learning and with whom they are learning (Fredericks, Blumenfeld, & Paris, 2004). The higher the level of students' engagement, the greater their academic success (Rumberger, 2004). As more students enroll in AP classes with novice skill sets and cultural backgrounds differing from the more mainstream background knowledge aligning more closely to schooled competencies, engagement is a crucial part of supporting their success. For example, if a student is immediately judged to be unprepared for the rigor of the course due to writing issues, that student processes the label assigned as "failure," and subsequently drop the course or lose the desire to fully engage. Multimodal compositions open an avenue for success for this group of students, as including eager and willing students from all backgrounds should be a primary goal of the course.

Facilitating MMC

Although students engage with digital technology on a regular basis in their daily lives, it cannot be assumed that they will be able to complete the tasks assigned in classrooms without facilitation (Philip & Garcia, 2013). A MMC will likely be a new way of expressing complex ideas for students, and sharing models with them is a good way to orient them to multimodal composing. Cynthia Selfe (2007) has an excellent link to resources for teachers: <http://sciencepolicy.colorado.edu/students/envs3100/selfe2007.pdf>. Also, typing "multimodal composition example" into your web browser and viewing some of the examples to identify a few that have a strong argument will provide an overview of the variety of the genre. Use a selected few examples with students, and after viewing them, go back to one and deconstruct the argument together. This is an important step in creating the expectations of a MMC for when they create theirs. Along with deconstructing the example, analyze as you would a print text for the rhetorical situation, purpose, audience, and the devices used to create the persuasive effect, and evaluate the effectiveness.

Although AP classes are high stakes, in terms of college acceptances, they are also a place of academic freedom for teachers not often experienced in general education classes. There is no mandated curriculum, only guidelines to meet the goals of the course. Therefore, while preparing students to improve their traditional print writing, MMC can provide a welcome

break from essay writing and revising, while supporting students' ability to argue limitless issues of importance with an informed perspective. The role of critical thinking in creating MMCs should not be overlooked. MMCs require problem solving, and expert thinking to solve "problems for which there are no rule-based solutions" (Levy & Murnane, 2004, p. 167). As the deconstructing of sample MMCs will reveal, there are few if any "rules." However, there are commonalities enough to provide a guide for assessment.

An additional way to keep students engaged and challenged in the process of what constitutes a convincing argument and of the process to develop one is to have the class work together to identify criteria for assessment. Newfield et al. (2010) describe a class of youth in South Africa who created a multimodal composition of cloth, paper, and other artifacts due to lack of digital technology, and then collectively discussed how to assess their product. This process proved to uncover what was important to the students as they accessed and honed important skills in analyzing and responding to texts, using perseverance, and innovating in their individual and collective expression of concepts.

This type of discussion has great potential in the AP classroom to mitigate the possibility of having the test drive curriculum. While teachers may actively work to develop curriculum that is not "test-prep," it is the nature of an AP class to always have the presence of the test informing the knowledge produced. In AP English Language and Composition, "covering" rhetorical devices, non-fiction text, argument, and so on are necessary to adequately prepare students for the test, and teachers do have a responsibility to make sure that students are prepared. However, within those topics, there is great latitude in how to take them up. MMC is a way to ensure students are actually actively engaged in these aspects of the course, which are not only necessary for the test. They are necessary for informed civic participation. MMC can provide the skills and dispositions required to actively participate to create change in some of the world's impending issues. They are, after all, awesome.

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Book Review

Elaine S. Wiener

Dinosaur Dictionary for Kids
Bob Korpella
Prufrock Press Inc., 2015
paperback, \$13.95, 176 pp.
ISBN: 978-1-61821-513-0

Kids love dinosaurs!
Adults love dinosaurs!
And reviewers, especially, love dinosaurs!

Dinosaurs turn us all into little children. Just go to a museum and observe. Even the TV program “Blue Bloods” had the Commissioner guide his grandson’s class to the dinosaurs on a field trip.

The Dinosaur Dictionary for Kids by Bob Korpella is so beautifully illustrated that it did not surprise me when it turned out to be a Prufrock book. Prufrock knows how to illustrate its pages—clear to the edges.

Even though this is a dictionary, it is also a picture book. Before you look at the words, look at the illustrations. And because it is a dictionary which alphabetizes all those dinosaurs, you will read names you NEVER saw before—with matching illustrations so that your brain has the word AND the graphics simultaneously.

The Table of Contents is an education in itself:

Introduction to the Mesozoic Era
Introduction to the Jurassic Period
Introduction to the Cretaceous Period
Other Animals of the Mesozoic Era
Dinosaur Bites: Activities and More
Bibliography
About the Author
Index of Species

Not one of these pages lacks illustrations. Color explodes from each one. And that is only the table of contents! Each following page is full of color— from top to bottom.

Listen to the first paragraph from this gripping book!

“Picturing dinosaurs and the world in which they lived tickles the imagination. Creatures that disappeared from the planet 65 million years ago became vivid in our minds as we read and study them. But think about it—some of the biggest animals to have ever roamed the Earth may have walked across what is now your back yard. Their fossilized bones may rest beneath your own basement!”

And Bob Korpella’s note on using the dictionary is so helpful.

He tells us that each dinosaur’s entry lists:

- its genus name;
- how to pronounce the name;
- how long it lived (mya, or million years ago);
- its estimated length in feet;
- its estimated weight in pounds;
- the country, state, or region where its fossils were discovered;
- its diet (carnivore, herbivore, omnivore);
- a description and facts about the dinosaur.

As if that isn’t enough help, the very next page is a list of Basic Terms of the Mesozoic Era. Even scientists (unless this is their field) don’t know all this. This pattern repeats itself for all the Eras.

My favorite is the page that tells us what a Taxonomy is. My brain was so happy to be young again, remembering when I had to memorize that.

I didn’t know that there were so many dinosaurs, but children adore memorizing all their names. In my teaching fantasy world, I would buy a book for each child. It would be my reading program and my science program. And at the end of the year, each child would take this book home to keep and use forever.

Short of that, just buy “Dinosaur Dictionary for Kids” for your own children, your grandchildren, and at least a few copies for your classroom.

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Book Review

Elaine S. Wiener

Grover Cleveland, Again!

Ken Burns

Illustrated by Gerald Kelley

Alfred A. Knopf Publications, 2016

Hardcover \$25.00, 94 pp

ISBN 978-0-385-39209-0

You probably know Ken Burns from all the spectacular documentary films he has made. But did you know that he has written a book for children about all the American presidents? And did you know that Gerald Kelley illustrated it? These two men are American literary heroes because they keep us in touch with our history!

“Grover Cleveland, Again!” is a children’s picture book that is so exquisite in its illustrations and in its style of writing that adults should read it aloud so that they, too, become educated. After all, most of us do not know about all our presidents. So we double educate—our children and ourselves. Simultaneously!

Being an historian, Ken Burns tells us how he would recite the names of the presidents to put his four daughters to sleep when they were little. He would recite a president’s first name, and they would follow with the president’s last name. But when he would recite Grover Cleveland’s name twice because Cleveland’s terms were not consecutive, Ken Burns’ children would say, “Grover Cleveland AGAIN!” And thus the title wrote itself.

Each president has two pages. There is a vertical strip that has basic facts with the president’s picture at the top. At the bottom of the two pages are horizontal strips with questions leading the facts. And throughout all the intriguing information on both pages are beautiful historical illustrations. This is a picture book, a history book, and an art book!

Ken Burns has a questioning style that pulls you into his message. Here are some delightful examples:

A “LIE” ABOUT A “LIE”! There’s a famous story that Washington chopped down his father’s cherry tree and, in admitting it, said, “I cannot tell a lie.” Actually, that story was a “lie”... something a writer made up about him. But he had a good reason. He wanted to give an example of how honest George was.

Many presidents are known for the wars America fought while they were in office. John Adams is known for the war we didn't fight.

Ever wonder what you'll be when you grow up? How about a writer, inventor, architect, scientist, botanist, philosopher, musician, historian, and president of the United States? THOMAS JEFFERSON was all those things. And more!

Madison's most important achievement was to suggest that Americans agree to a "Bill of Rights," which became part of the Constitution. It lists the ten freedoms to speak any opinion, practice any religion, and be treated fairly if accused of a crime.

The best form of government is that which is most likely to prevent the greatest sum of evil.

James Monroe helped people compromise...a trait still difficult or even missing in modern times.

John Quincy Adams was the first son of a president to become president...John Quincy Adams also believed that it was important for the government to do things that helped all the people in the United States...But many people thought the government should only do what it had to do...This disagreement still prevails and probably will forever and ever.

These are only examples of our beginnings. Each and every president follows with succinct and clever remarks with those beautiful illustrations. Our Constitution and Bill of Rights see us through "the worst and the best of times." So many presidents were not great, but that may enlarge the fact that our foundation sees us through those good and bad times.

What a gift Ken Burns and Gerald Kelley have given us!

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Book Review

Elaine S. Wiener

Parenting Gifted Children 101

Tracy Ford Inman, Ed.D. & Jana Kirchner, Ph.D.

Prufrock Press Inc., 2016

paperback, \$16.95, 176 pp.

ISBN-13: 978-1-61821-518-5

There seems to be no end for writing books about the gifted! There seems to be no end for reviewing books about the gifted! And, here we are doing so again.

However, when new books refer to old, tried and true research, I am happy because I want the old research to be given credit. I want new teachers and parents to know what started this field. And I also like the old times to be remembered as the basis—the foundation— for Gifted Education.

A quote by Dr. Jim Gallagher starts *Parenting Gifted Children 101*. I can't think of anything more appropriate or relevant.

Failure to help the gifted child reach his potential is a societal tragedy, the extent of which is difficult to measure but what is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we could be as a society. (Gallagher, 1975, p. 9) That's 41 years ago and is still a great truth!

Dr. Tracy Ford Inman and Dr. Jana Kirchner sum up the whole book by telling us at the beginning that "each chapter targets an essential question and answers it with background information, current research, useful tips, connections to home and school and additional resources."

Chapter 1 defines giftedness. The Marland Report (1972), the parent of all reports, listed six areas of giftedness:

"1. general intellectual ability, 2. specific academic aptitude, 3. creative or productive thinking, 4. leadership ability, 5. visual and performing arts, 6. psycho-motor ability."

This is an education in itself, but this is only the beginning. One of my favorite writers is Del Siegle who created the Gifted Children's Bill of Rights. He says that "as a gifted child, you have a right to:

- know about your giftedness.
- learn something new every day.
- be passionate about your talent area without apologies.
- have an identity beyond your talent area.
- feel good about your accomplishment.
- make mistakes.
- seek guidance in the development of your talent.
- have multiple peer groups and a variety of friends.
- choose which of your talent areas you wish to pursue.
- not be gifted at everything. (2007)

Now, be tempted by the titles of each chapter:

Acknowledgements

Introduction: Tips For Reading This Book

Chapter 1: What Does Gifted Mean?

Chapter 2: What are the Myths About Gifted Children?

Chapter 3: What Does a Gifted Child Look Like?

Chapter 4: What are the Social and Emotional Needs of Gifted Children?

Chapter 5: What Should School Look Like for My Child?

Chapter 6: What Challenges Might School Hold for My Child?

Chapter 7: How Can I Communicate and Partner With My Child's Educators?

Chapter 8: What Can I Do at Home to Help My Child?

Chapter 9: What Does It Mean to Be Twice Exceptional?

Chapter 10: Where Can I Find More Information?

References

Glossary

About the Authors

Don't forget to read the References, Glossary, and About the Authors. There is a world of knowledge in those categories.

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Book Review

Elaine S. Wiener

Space Dictionary for Kids

Amy Anderson and Brian Anderson, Ph.D.

Prufrock Press Inc., 2016

paperback, \$13.95, 186 pp.

ISBN-13: 978-1-61821-515-4

Although this has Prufrock's usual inviting pictures which run all over the pages, it feels more serious and scientific.

"Space Dictionary for Kids" doesn't seem to have the sense of humor that the "Dinosaur Dictionary for Kids" has. Perhaps that is because it is a science that is modern and full of today's facts and worries.

The book starts with the birth of the universe which is always a grabber.

"Cosmology is the science of piecing together the clues to figure out how the universe began, how it came to be the way it is today, and what ultimate fate awaits the universe."

The rest of the book is in alphabetical order. After all, it is a dictionary. And it tries to answer the past, the present, and the future of our world.

If you know what you are looking for, you can use the alphabetical order. But if you just want to skim, you can turn to any page and find pictures and drawings of things you didn't even know that you wanted to know. And even though this is a serious book, periodic bits of humor invade.

The Table of Contents describes the divisions, and the index is always fascinating and educates all by itself.

- Introduction
- Cosmology (The Birth of the Universe)
- Stars and Galaxies (The Universe today)
- The Solar System (You are here)
- Astrobiology and Exoplanets (Is Anybody Out There?)

- A History of Space Exploration
- Astronomy Timeline
- Additional Reading
- About the Authors
- Index

This is another Dictionary for Kids, but it is totally fascinating for adults.

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