EDCI 521
Curriculum Development for Language Learners

INDEPENDENT STUDY Course for
Danitza Radichevich

Supervising Professor:
Dr. Lorraine V. Pierce
CEHD/ Graduate School of Education
MSN 4B3
George Mason University
Fairfax, VA 22030

E-mail: lpierce@gmu.edu
Ph: (703) 993-2050
Fax: (703) 993-4370

Course Syllabus
Monday, Aug. 31, 2009

Course Prerequisites: Prerequisites for EDCI 521 are: EDCI 516, EDCI 519, and completion of all 7 licensure courses).

Course Description: This graduate level course takes students through a three-step curriculum development process: 1- Needs Analysis, 2- Materials Review, and 3- Thematic Unit. Our focus is on students in ESL, bilingual education, and world language classrooms.

Using a STANDARDS-BASED approach to curriculum design, teachers learn how to plan and design learning units that ascertain students’ background knowledge and learning needs, use a variety of instructional materials to diversify instruction within multilingual and multicultural classrooms, set learning goals and objectives, and design instructional materials and activities that will help students meet their learning needs. Teachers employ their students’ funds of knowledge, cooperative learning, and learning strategies to develop curriculum that is culturally responsive and supportive of home languages while addressing content and language standards and fulfilling the demands of high-stakes testing environments.

Teachers will have opportunities to: determine students’ learning needs; identify learning outcomes and draft learning objectives; review and critique instructional materials; design interdisciplinary, thematic units; integrate language and content; and embed meaningful assessment in instructional activities.
Course Objectives:

Students completing EDCI 521 will be able to:

1. Conduct a *Needs Assessment* to determine students’ prior knowledge (what they bring to the classroom) and their learning needs (what they need to learn in school).

2. *Review and adapt instructional materials* that address student learning needs.

3. *Design an interdisciplinary thematic unit*, grade-level, standards-based activities and instructional materials that help students meet learning needs for language, learning strategies, and content area learning goals.

4. Apply state standards and curriculum frameworks to the development of curriculum units;

5. Develop both formative and summative assessment activities that measure student progress and provide students with meaningful feedback in relation to the learning goals and outcomes.

6. Incorporate dialogic pedagogy and cooperative learning approaches into instructional activities.

7. Use instructional technology in designing learning units.

Teaching/Learning Approaches

The method of study in this INDEPENDENT STUDY COURSE will be course readings, discussions with course instructor, collection and analysis of data from the field, presentation of findings through written reports, and creation of a *Thematic Unit*.

The **student** will be responsible for completing assigned readings, identifying a group of students and their learning needs, reviewing instructional materials to meet those needs, designing a *Thematic Unit* for them, and locating additional information and resources pertaining to curriculum design for English language learners.

The **course instructor** will support the student’s progress by providing a syllabus and reading assignments, meeting regularly to discuss readings, providing explanations or elaboration on course topics, and giving individual feedback on written assignments.

* This syllabus has been adapted from the one used by Dr. Shelley Wong in Fall 2009.
Course Requirements

1. Needs Assessment  30%  Identify and analyze students’ learning needs (due Dec. 7)
2. Materials Review  35%  Select and adapt instructional materials (due March 15)
3. Thematic Unit  35%  Develop a thematic unit, with lesson plans and activities based on standards; develop and adapt instructional materials to meet student needs (due May 31, 2010)

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Required Textbooks


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Documents to Download or Access for Reference


In the event of inclement weather or emergencies, check the GMU web site at www.gmu.edu by noon for any university closings. You can also call 703 993-1000 for cancellation information.
**Course Schedule***
*Please come prepared to discuss the highlights of the assigned readings for each week, and bring any questions you may have.*

## PART I: NEEDS ASSESSMENT

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Course overview and requirements. Steps to Curriculum development. Introduction to Sheltered Instruction &amp; the SIOP model.</th>
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</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>Oct. 5 &amp; 12</td>
<td><strong>Readings:</strong> SIOP, Ch. 1</td>
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<tr>
<td></td>
<td></td>
<td>Preparing lesson plans: Clearly defining content and language objectives. Problem Posing. <strong>How to conduct the Needs Analysis.</strong></td>
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<tr>
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<td>Oct. 19 &amp; 26</td>
<td><strong>Readings:</strong> SIOP, Ch. 2; Wong, Ch. 3</td>
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<tr>
<td>5 - 6</td>
<td>Nov. 2 &amp; 9</td>
<td>Building background &amp; tapping students’ prior knowledge.  Starting with state standards for content areas by grade and English Language Proficiency (ELP).</td>
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<tr>
<td></td>
<td>Nov. 16 &amp; 23</td>
<td><strong>Readings:</strong> SIOP, Ch. 3; WIDA English Language Proficiency Standards. (2007); Virginia Dept. of Education. Standards of Learning. (2003).</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Nov. 30 &amp; Dec. 7</td>
<td>Using Learning Strategies. Adding Scaffolding. <strong>How to conduct the Materials Review. NEEDS ASSESSMENT DUE TODAY.</strong></td>
</tr>
</tbody>
</table>

## PART II: MATERIALS REVIEW

<table>
<thead>
<tr>
<th>11-12</th>
<th>Jan. 11 &amp; 18</th>
<th>Building Interaction into the Classroom. Grouping configurations.</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Readings:</strong> SIOP, Ch. 6; Wong, Ch. 4</td>
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<td></td>
<td></td>
<td><strong>Readings:</strong> SIOP, Ch. 7</td>
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<tr>
<td>15-16</td>
<td>Feb. 8 &amp; 15</td>
<td>Lesson Delivery. Content &amp; Language Objectives. Review Draft of Materials Review.</td>
</tr>
<tr>
<td>17-18</td>
<td>Feb. 22 &amp; Mar. 1</td>
<td>Reviewing &amp; providing regular FEEDBACK for learning. Assessing student learning.</td>
</tr>
<tr>
<td>19-20</td>
<td>Mar. 8 &amp; 15</td>
<td>Reading Development and Special Education Students. Preparing the Thematic Unit. MATERIALS REVIEW DUE TODAY.</td>
</tr>
</tbody>
</table>

**PART III: THEMATIC UNIT**

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<tbody>
<tr>
<td>23-24</td>
<td>Apr. 5 &amp; 12</td>
<td>Memory &amp; Learning. Knowledge for whom?</td>
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<tr>
<td>25-26</td>
<td>Apr. 19 &amp; 26</td>
<td>Review Draft of Thematic Unit.</td>
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<tr>
<td>27-28</td>
<td>May 3 &amp; 10</td>
<td>Review Draft of Thematic Unit.</td>
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<tr>
<td>29-30</td>
<td>May 17 &amp; 24</td>
<td>Final Feedback on THEMATIC UNIT. Thematic Unit due within 1 week of last session.</td>
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*Based on 45 contact hours, 30 sessions at 1.5 hours per session.

**We will meet Mondays from 11 a.m. – 12:30 pm. in Johnson Center, Rm. 244.**

**Third Mondays we will need to meet earlier, around 10:30 am. in the JC, since I have a Faculty Meeting at 12:15 every 3rd Monday.**

**Our earlier meetings will fall on Oct 19, Nov. 16, Dec. 21, Jan. 18, Feb. 15, Mar. 15, Apr. 19, & May 17.**
Standards for Language Teachers

TESOL/NCATE Standards for P-12 Teacher Education Programs:  

TESOL Standards of Adult ESL Programs (available as a text)

ACTFL Program Standards for the Preparation of Foreign Language Teachers:  

Content Area Standards


Social Studies www.socialstudies.org/system/files/StandardsDraft10_08.pdf


Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

1. Students are expected to exhibit professional behavior and dispositions.
2. Students must follow the guidelines of the University Honor Code. See  
   http://www.gmu.edu/catalog/9798/honorcod.html for the full honor code.
3. Students with disabilities who seek accommodations in a course must be registered with the  
   GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the  
   beginning of the semester. See www.gmu.edu/student/drc or call (703) 993-2474 to access  
   the DRC.
Course Policies

Attendance: Missed Sessions with Instructor
The instructor is setting aside a special time just to meet with you every one or two weeks. Therefore, it is important that you stick to the schedule, same day and time, to attend the sessions with the instructor.

Missed sessions will not be made up unless you have made arrangements with the instructor beforehand, giving at least 48 hours notice (possible exception -- you become suddenly ill and need to see a doctor, you will need to show a doctor’s note to make up the missed session).

Tardiness:
You are expected to arrive on time. If you arrive more than 20 minutes late, you will lose your reserved session time, and the instructor may leave.

Late Assignments:
If you miss a session, contact me prior to that session to submit any work that is due during your absence. All assignments are due on the assigned date, but with advance notice from you, we can negotiate an extension of time.

Grading
1. Students are expected to complete all assigned readings prior to each session and to bring questions for discussion to each session.

2. All assignments are due on the assigned date.

3. You will be allowed to submit one draft of each paper for feedback before submitting the final paper for a grade.
Assessment of Course Projects

In assessing your work, my goals are: to provide you with feedback for improvement, to determine the extent to which you have met the standards and criteria for performance, and to be as fair and objective as possible.

I will provide you with individual feedback on your projects. This feedback will not only reflect to what extent you have met the standards for performance but also how you can do better on your next project. The criteria for each project are quite similar. The feedback may include suggestions for improving critical thinking, linking assigned readings to your project, elaborating on implications, or improving writing skills for graduate level work. If you need clarification on my evaluation of your work, please, let’s talk about it.

Other Assessment Issues

Plagiarism: Plagiarism is using an author’s exact words as they appear in print without using quotation marks, even if you cite the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. Evidence of plagiarism will result in a rating of 1 and a note to the Dean’s office. Avoid using authors’ exact words at all; instead, paraphrase in your own words. Your papers are too short to submit somebody else’s words.

Double dipping: Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It’s unethical.

Grade Incompletes (IN): Are not automatically assigned and are discouraged. If you need to request an ‘Incomplete grade’, you will need to show serious cause for this decision (see Graduate Catalog). I will review your status in this course to determine whether to grant your request.


About your Current Teaching Status

To fulfill the requirements of this course, you will need direct access to students and instructional and assessment materials in ESL, foreign language, and/or immersion classrooms. Here are some possible scenarios:

1. **You are currently teaching in an ESL/FL/Immersion** on a part- or full-time basis. You can work with these students to meet course requirements.

2. You are currently teaching in a classroom, but **not with ESL/FL/Immersion students**. You will need to talk with teachers in one of these settings and observe their students.

3. **You are NOT currently teaching in a classroom.** You will need access to curriculum and assessment materials and students. Some options include:

   A. Volunteer to help a teacher in Category 1 above with assessment activities in exchange for information for your course projects. This has been a successful approach for many students. On average, plan on spending 2-4 hours per week with your teacher.

   B. Work as a substitute teacher in Category 1 on a short or long-term basis. Work with the needs of these students to meet course requirements.

   C. Team up with someone in this course who is willing to share his/her students with you.

**If you are in Teaching Category 2 or 3 above**, let me know by email as soon as possible (but no later than the 3rd week of class) the names of the teachers with whom you will be collaborating or the arrangements you have made to have access to a class of students.

**If you are in Teaching Category 1 above**, please consider inviting teachers from this class who are in Categories 2 and 3 to work with you or with your students.
30 SIOP Features of Effective Instruction

Part I: Lesson Preparation (Chapter 2)

1. Content objectives clearly defined, displayed, and reviewed with students
2. Language objectives clearly defined, displayed, and reviewed with students
3. Content concepts appropriate for age and educational background
4. Supplementary materials used to a high degree
5. Adaptation of content to all levels of student proficiency
6. Meaningful activities that integrate lesson concepts with language practice activities

Part II. Building Background (Chapter 3)

7. Concepts explicitly linked to students’ background experiences
8. Links explicitly made between past learning and new concepts
9. Key vocabulary emphasized

Part III: Comprehensible Input (Chapter 4)

10. Speech appropriate for students’ proficiency levels
11. Clear explanation of academic tasks
12. Variety of techniques used to make content concepts clear

Part IV: Learning Strategies (Chapter 5)

13. Ample opportunities provided for students to use learning strategies
14. Scaffolding techniques consistently used, assisting and supporting student understanding
15. Variety of questions or tasks that promote higher-order thinking skills
Part V: Interaction (Chapter 6)

16. Frequent opportunities for interaction and discussion
17. Grouping configurations support language and content objectives
18. Sufficient wait time for student responses consistently provided
19. Ample opportunity for students to clarify key concepts in L1

Part VI. Practice & Application (Chapter 7)

20. Hands-on materials and manipulatives for... using new content knowledge
21. Activities provided …to apply content and language knowledge
22. Activities integrate all language skills

Part VII. Lesson Delivery (Chapter 8)

23. Content objectives clearly supported by lesson delivery
24. Language objectives clearly supported by lesson delivery
25. Students engaged approximately 90 – 100% of the time
26. Pacing of the lesson appropriate to students’ ability levels

Part VIII. Review & Assessment (Chapter 9)

23. Content objectives clearly supported by lesson delivery
24. Language objectives clearly supported by lesson delivery
25. Students engaged approximately 90 – 100% of the time
26. Pacing of the lesson appropriate to students’ ability levels
Conducting the Needs Assessment

In your Needs Assessment, you are an “ethnographer”, observing, describing in detail, and analyzing a site – the school – as well as a group of students to determine what the needs of the students are and how you can best meet those needs.

Your Needs Assessment should be a detailed description that begins in scope with a school, then a classroom with language learners, and finally narrows down to a group of 4 to 6 students whose specific learning needs you are interested in addressing.

The Needs Assessment will become the basis for your Materials Review, in which you seek out various forms of learning materials that will help you meet the students’ needs, and for your Thematic Unit, in which you design a standards-based learning unit that addresses the specific needs of the students.

Here’s an example of how you might get started on this project:

First you might look at the school: What is this school like? What percent of the students are language minority students? What percent are enrolled in the ESL program?

Then you might begin by reviewing STATE STANDARDS in English Language Proficiency (ELP) and content areas such as social studies or science for the grade-level of your students. Go to the VA State Standards web site for a listing of standards.

Note: Please remember to use pseudonyms for the individuals (students, teachers, families, etc.) you describe in this paper.

How to Conduct the Needs Assessment

Part A: Identify a group of students and their learning standards

1. Describe your current teaching status. Are you teaching this class or are you a weekly observer? In what ways do you assist the teacher?

2. Identify a group of students. Identify a group of 4 – 6 students in the same classroom and with whom the unit will be used. Name the program in which they are enrolled (e.g., pull-out ESOL, sheltered Social Studies).

3. Identify grade-level state standards for the grade your students are in, standards in both English language proficiency (ELP) and one content area, such as social studies or science. Go to the Virginia Dept. of Education. Standards of Learning. (2003), http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml
4. **Interview the teacher** to determine the students’ PRIORITY learning needs with regard to specific language and content objectives (based on grade-level state standards).

5. **Use our course texts** to frame and direct your Needs Assessment (use of outside readings is not essential to this assignment).

**Part B: Write a report of your findings describing the learning context and the students’ priority learning needs.**

Include the following subsections (clearly labeled as subheadings in your report):

1. **Data gathering procedures.** Provide an integrated synopsis of your data gathering procedures, including: the teacher you worked with, grade-level, and what he or she felt were the students’ greatest areas of learning need in each category (language and content objectives based on state standards). If working in a K-12 school setting, be sure to interview both grade-level and/or content area teachers and ESL/FL teachers. How many hours did you observe or make contact with the teacher(s)? How did you collect the data? Rather than use actual teachers’ names, use pseudonyms or refer to Teacher A, Teacher B, and so on.

2. **Learner characteristics.** Describe the students for whom you will be preparing your curriculum unit. Name the school system and school. Identify the grade level, number of students, prior school experience, socioeconomic status, level of literacy in native language, and proficiency level in the second language. Identify the two or three largest native language groups. What are the students’ interests? In this section, describe group patterns or categories rather than individuals.

3. **Program implementation.** Describe the type of program (ESL, bilingual, immersion, foreign language, English for academic purposes, pull-out or self-contained classroom), learning goals, and how often and for how long students meet. Describe and critique the kinds of teaching approaches and materials used in the program now; whether you plan to adapt current materials and supplement with your own; and classroom assessment approaches – are both formative and summative assessment being used in this classroom?

4. **Learner needs.** Based on your observation of learning activities and a review of classroom materials and textbooks, analyze students’ greatest area of need in terms of language (functions) and content area knowledge. List 2-3 big needs in each category, and type each category name in large, boldface type. **This section should be the longest and most analytical section of your Needs Assessment.**

5. **Implications.** Discuss Implications for designing your Thematic Unit: How will you meet student needs with your Thematic Unit? Propose a theme or themes and content areas (based on your discussions with the teacher and a review of age-appropriate themes based on local and state standards) and describe how you plan to capture students’ interests and engage them; teaching approaches; learning activities; and assessment procedures you plan to use. Of the student needs identified in your Needs Assessment, which language and content objectives do you plan to address?
Guidelines

1. Put your name on the cover sheet only, please, not on every page. This helps maintain anonymity in the assessment process.

2. Turn in about 10 typed, double-spaced pages. An additional 3 pages may be attached as samples or appendices. Number each page. Use regular, block-type fonts (not script or italic), 12-point or larger (size of print of this word here). [Please do not reduce your font size to fit more on the page. The print will be too small for me to read!]
Conducting the Materials Review

THINK Multilingual/Multicultural! What are the existing materials in schools and public libraries? What languages are represented? Bring in some of the actual materials to show the instructor.

How to Conduct the Materials Review

1. **Provide an overview of students’ learning needs**, framing them in terms of state standards for language and objectives.

2. **Identify learning materials for students to use.** Go to the library -- classroom library, the school library, and even the public library to identify materials that will both interest your students and help meet their learning needs. Identify a *variety of materials* that show a range of linguistic difficulty and that are age appropriate. Include the current grade level materials in use.

Materials should include: (1) *texts* (i.e., Big Books, reference books, trade books, textbooks, Teacher Resources), (2) *multimedia* (videos, records, CDs, cassettes, computer software; web sites), and (3) *manipulatives* (professional kits or teacher made).

Select at least three different types of materials, as described above, to be included in your review. Consider their strengths and limitations and how you might use them in your *Thematic Unit*. In curriculum design, it is important to review a variety of materials representing differing modalities and sources.

3. **Prepare an annotated bibliography** listing at least 15 different items that you reviewed and are likely to use in your *Thematic Unit*. For each item: describe what it is (how many pages, how many songs it has) and tell how you might use it to teach language and content objectives to meet the students’ learning needs that you identified previously in your *Needs Assessment*.

4. Prepare a chart or table showing how each of the 15 items you reviewed meets the specific language and content objectives for your students.

5. Prepare a 5-10 page annotated bibliography on the materials reviewed. Include complete publication information for each item reviewed. An annotated bibliography describes the strengths and weaknesses of each item on the list with regard to how you might use it to meet students’ learning needs.

Organizing your Annotated Bibliography

- **Introduction: Target population.** Describe briefly the students, their priority learning needs (as identified in the *Needs Assessment* – language and content objectives) their grade level, range of English language proficiency represented, and type of program for which materials are being considered. Identify your proposed *Thematic Unit* by theme and content area.
(A). For Materials for Students to Use:

Use the categories listed below to guide your writing. Rather than discuss one item reviewed at a time, critique them as they fall under each of the categories below. Bring the materials with you for feedback from the instructor.

- **A.1. Needs Assessment**: Analyze how the materials might be used to meet the learning needs of the students described in the Needs Assessment under the following categories:
  - **Language**: Analyze how these materials have the potential to meet the language functions, vocabulary, and grammar learning needs of your students.
  - **Content Concepts**: Analyze how you might use these materials to meet the learning needs identified in the needs assessment for content area concepts in math, history, science, or other content areas.

- **A.2. Engagement**: Analyze the extent to which the student materials take into account students’ prior knowledge and interests and whether they lend themselves to a variety of whole class, small group, and individual activities. Name each item as you refer to it (not just, *the textbook I reviewed* but *in Our Country’s Heritage, the authors...*).

- **A.3. Layout & Authenticity**: Analyze the layout and language of materials designed for student use (textbooks and workbooks), whether they are easy to read or cluttered, whether the illustrations look authentic, and whether you see evidence of systematic cultural bias. Is the language authentic? Academic? Analyze the type of language presented in student materials and whether it is authentic or stilted, primarily grammar-based, communicatively-oriented, or content-based.

(B). For ALL materials reviewed:

- **B.1. Adaptability**: Discuss whether there are parts of the materials that would lend themselves easily to adaptation and how you might adapt them. Be specific with regard to how you would use materials to teach language and content objectives.

- **B.2. Implications**: In a final section, elaborate on implications for your Final Project, with examples of how you might use the materials reviewed to meet your students’ learning needs under language and content area objectives.

Guidelines

1. Put your name on the cover sheet only, please, not on every page. This helps maintain anonymity in the assessment process.

2. Turn in about 10 typed, double-spaced pages. An additional 3 pages may be attached as samples or appendices. Number each page. Use regular, block-type fonts (not script or italic), 12-point or larger (size of print of this word here). [Please do not reduce your font size to fit more on the page. The print will be too small for me to read!]
Developing the Thematic Unit

The Thematic Unit is a teaching/learning unit that you will design to address the needs of the students you identified in your Needs Assessment, while also serving the other students in the classroom. It is an opportunity for you to demonstrate how you will differentiate instruction, given the diverse backgrounds, experiences, and needs that students bring to the classroom.

Your Thematic Unit should revolve around a specific theme and content area (math, social studies or science) that is appropriate for the children or adults with whom you work. It should be highly detailed and explicit in how it may be implemented so that a substitute teacher or a principal or any general educator could follow it with ease.

This is an opportunity for you to plan a unit the way that you want to do it. Before you begin, you may want to peruse curriculum projects from previous classes (these are in binders in my office).

Purpose

The Thematic Unit will demonstrate your ability to apply the required readings for this course to a self-selected project. You will use citations to the assigned readings to support the design and materials selected for your final project. References to outside readings, while welcomed, are less important than using the required readings for this course.

The Thematic Unit represents a plan, something that you have not yet conducted or pilot tested, a proposal that has never been shared before with anyone. You are encouraged to be innovative and creative while remaining within the parameters suggested by the required readings and the guidelines below. Integrating technology into your projects will be considered innovative.

The primary focus of your Thematic Unit should be on meeting learners’ priority learning needs as identified in the initial Needs Assessment through relevant materials (identified in the Materials Review) and teaching approaches such as scaffolding content area learning, modeling, cooperative learning, teaching learning strategies, and embedding assessment in instruction.

Design a Thematic Unit

1. **Identify several state standards** for English language proficiency (ELP) and one content area (English Language Arts, Mathematics, Social Studies, Science), and design a Thematic Unit with activities (described in lesson plans) to meet those standards. The standards identified should reflect the priority learning needs of students described in your Needs Assessment. Lesson Plans should be original and include well-written objectives and both formative and summative assessment activities embedded in instruction.

2. **Design a table or grid** that shows the standards you have selected and the activities you have prepared to address each standards. Prepare at least 3 lesson plans using the SIOP Lesson Plan Template to show how the activities will help students meet the identified standards.

3. **Describe each lesson plan** and how you will incorporate the 30 SIOP Features of effective instruction into your lesson plans and assessment tasks.
Tasks

1. **Provide a rationale** (2-4 pages) for your unit to *include a synopsis of the data from your Needs Assessment and Materials Review*. Show how the student needs identified in your Needs Assessment and the materials selected for your Materials Review have led you to develop your *Thematic Unit*. In your rationale, briefly state the objectives (language and content) for your project. After you summarize your learning objectives identified in the *Needs Assessment*, specify how each objective will be met through your activities or materials. Elaborate on the grid or chart you developed in.

2. **Use subheadings** to organize your paper, such as: *Summary of Needs Assessment, Summary of Materials Review, Objectives, Activities, Assessment, Lesson Plans, Meeting the SIOP Features for Effective Instruction.*

3. **Use references to assigned readings** throughout your paper to support the development of your *Thematic Unit*. Describe what students should be able to do by the time they complete the learning unit. State how you will achieve a balance between whole class, group, and individual activities. Discuss how higher order thinking skills will be tapped through your activities.

4. **Describe both formative and summative assessment** procedures you will use to monitor student progress, how these will be embedded in instruction, and how often you will conduct these.

5. **Include** objectives, materials needed, activities, and assessment tools for each lesson plans. In particular, include all teacher-made activity sheets, handouts, and assessments. Use the *SIOP Lesson Plan Template #2*, p. 241.

   [Please: No blank Venn diagrams, story maps, blank anecdotal record forms, etc. These are generic forms that do not need to be included in your project. Devote your page allocation instead to original activities you have designed for this unit.]

6. **Include a variety** of student handouts (3-5) and assessment formats

7. **Describe how you have designed the objectives and lesson plans** in your Thematic Unit and how you plan to deliver that unit to meet most or all of the 30 SIOP features for effective instruction.

8. **Use boldface type and italics to highlight key terms** you use such as the name of the theme for your unit and specific learning strategies you plan to address.
Guidelines

1. Turn in approximately 15 - 20 typed, double-spaced pages; insert page numbers on each page. Use regular, block-type fonts (not script or italic), 12-point or larger. Type on only one side of each page.

2. Do not attach copies from any published or copyright work (books, articles, web pages) unless you clearly cite the source.

3. List references or sources from wherever you adapted ideas or formats for your materials at the bottom of each page of your materials. List bibliographical information for instructional materials you plan to use on a page separate from references used in your rationale.

4. Use APA style for formatting your paper.

5. For examples of Thematic Units, see the Benchmark Notebooks in my office.
### Analytic Scoring Rubric for Needs Assessment

<table>
<thead>
<tr>
<th>Domain Score Points</th>
<th>Description of Students’ Learning Needs</th>
<th>Description of Data Gathering Procedures</th>
<th>Implications for Thematic Unit</th>
<th>Citations/References</th>
<th>Clarity of Written Communication</th>
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<tbody>
<tr>
<td>4</td>
<td>Describes completely the program, the learners and their learning needs.</td>
<td>Provides strong, descriptive evidence of data collection procedures.</td>
<td>Discusses specific implications for Thematic Unit supported by data collection.</td>
<td>Makes reference to required course texts throughout paper to support observations</td>
<td>Demonstrates concise, coherent, well-organized writing with few stylistic errors (grammar, spelling, word choice, citations).</td>
</tr>
<tr>
<td>3</td>
<td>Describes the program, the learners and their needs but may leave some questions unanswered.</td>
<td>Provides descriptive evidence of data collection but may leave some questions unanswered.</td>
<td>Discusses broad implications for Thematic Unit, and these may not be supported by data collection.</td>
<td>Uses citations to required course texts, but may do so inappropriately, through over-reliance, or incompletely.</td>
<td>Writing may have numerous stylistic errors.</td>
</tr>
<tr>
<td>2</td>
<td>Describes the program, the learners and their needs, leaving many questions unanswered.</td>
<td>Provides incomplete evidence of data collection.</td>
<td>Gives minimal discussion of implications for Thematic Unit.</td>
<td>Uses citations to required course texts in a limited manner.</td>
<td>Writing lacks clear organization and coherence.</td>
</tr>
<tr>
<td>1</td>
<td>Describes the program, the learners or their needs incompletely and with a number of significant inaccuracies.</td>
<td>Provides little evidence of data collection.</td>
<td>Omits discussion of implications for Final Project.</td>
<td>Does not refer to material from assigned readings.</td>
<td>Writing lacks coherence and clarity and contains numerous stylistic errors.</td>
</tr>
</tbody>
</table>

**Feedback:**
## Analytic Scoring Rubric for Materials Review

<table>
<thead>
<tr>
<th>Domain Score Points</th>
<th>Meeting Students’ Learning Needs</th>
<th>Variety of Material Types</th>
<th>Implications for Thematic Unit</th>
<th>Citations/References</th>
<th>Clarity of Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Describes how each item will be used to meet learners’ identified needs. Makes specific, practical suggestions for adapting or modifying materials based on course readings.</td>
<td>Selects a variety of materials in each of three categories.</td>
<td>Accurately discusses specific implications for use in Thematic Unit.</td>
<td>Refers to assigned course readings throughout paper to support analysis.</td>
<td>Demonstrates concise, coherent, well-organized writing with few stylistic errors (grammar, spelling, word choice, citations).</td>
</tr>
<tr>
<td>3</td>
<td>Describes how each item will be used to meet learners’ identified needs. Makes general suggestions for adapting or modifying materials based on course readings.</td>
<td>Selects a variety of materials in only one or two of three categories.</td>
<td>Accurately discusses general implications for use in Thematic Unit.</td>
<td>Refers to assigned course readings sporadically or infrequently.</td>
<td>Writing may have numerous stylistic errors.</td>
</tr>
<tr>
<td>2</td>
<td>Describes how some items will be used to meet learners’ identified needs. Makes few or inaccurate suggestions for adapting or modifying materials based on course readings.</td>
<td>Selects materials in only one of three categories.</td>
<td>Discusses implications for use in Thematic Unit with some inaccuracies.</td>
<td>Refers to assigned course readings inaccurately.</td>
<td>Writing lacks clear organization and coherence.</td>
</tr>
<tr>
<td>1</td>
<td>Describes how some items will be used to meet learners’ identified needs. Makes almost no suggestions for adapting or modifying materials based on course readings.</td>
<td>Selects from none of the required categories.</td>
<td>Discusses implications with many inaccuracies or incompletely.</td>
<td>Refers to almost no assigned course readings.</td>
<td>Writing lacks coherence and clarity and contains numerous stylistic errors.</td>
</tr>
</tbody>
</table>

**Feedback:**
## Analytic Scoring Rubric for Thematic Unit

<table>
<thead>
<tr>
<th>Domain Score Points</th>
<th>Planning with Students’ Learning Needs</th>
<th>SIOP Features</th>
<th>Meeting Student Learning Needs</th>
<th>Citations/References</th>
<th>Clarity of Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Specifies results of Needs Assessment and Materials Review to design learning activities that meet students’ learning needs.</td>
<td>Clearly describes how learning activities reflect most of the 30 SIOP features.</td>
<td>Learning activities and materials have high probability of meeting students’ learning needs in both language &amp; content.</td>
<td>Refers to assigned course readings throughout paper to support analysis.</td>
<td>Demonstrates concise, coherent, well-organized writing with few stylistic errors (grammar, spelling, word choice, citations).</td>
</tr>
<tr>
<td>3</td>
<td>Describes how each item will be used to meet learners’ identified needs. Makes general suggestions for adapting or modifying materials based on course readings.</td>
<td>Describes how learning activities reflect many of the 30 SIOP features.</td>
<td>Learning activities and materials have medium probability of meeting students’ learning needs in both language &amp; content.</td>
<td>Refers to assigned course readings sporadically or infrequently.</td>
<td>Writing may have numerous stylistic errors.</td>
</tr>
<tr>
<td>2</td>
<td>Describes how some items will be used to meet learners’ identified needs. Makes few or inaccurate suggestions for adapting or modifying materials based on course readings.</td>
<td>Describes how learning activities reflect some of the 30 SIOP features.</td>
<td>Learning activities and materials have low probability of meeting students’ learning needs in both language &amp; content.</td>
<td>Refers to assigned course readings inaccurately.</td>
<td>Writing lacks clear organization and coherence.</td>
</tr>
<tr>
<td>1</td>
<td>Describes how some items will be used to meet learners’ identified needs. Makes almost no suggestions for adapting or modifying materials based on course readings.</td>
<td>Describes how learning activities reflect only a few of the 30 SIOP features.</td>
<td>Learning activities and materials have almost no probability of meeting students’ learning needs in both language &amp; content.</td>
<td>Refers to almost no assigned course readings.</td>
<td>Writing lacks coherence and clarity and contains numerous stylistic errors.</td>
</tr>
</tbody>
</table>

**Feedback:**