

**George Mason University  
Graduate School of Education**

**EDSE 629 Section 5S1  
Secondary Curriculum and Strategies for Students with Mild  
Disabilities  
Fall 2005**

**Instructor:** Carmen Rioux-Bailey, Ed.S.

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**Course Days:** Tuesdays\* 8/30-12/6

\*Exception: Tuesday, October 11<sup>th</sup> no class: Monday classes meet instead

**Location:** Washington Irving Middle School, Room 134

**Course Time:** 7:20 –10:p.m.

*" One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child." - Carl Jung*

*"If the child is not learning the way you are teaching, then you must teach in the way the child learns" - Rita Dunn*

*"They may forget what you said, but they will never forget how you made them feel." - Carl W. Buechner*

*"When we do the best that we can, we never know what miracle is wrought in our life, or in the life of another." – Helen Keller*

## **COURSE DESCRIPTION**

This course applies research on teacher effectiveness, teacher accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Course content includes curriculum and instructional methods in reading, language arts, math, science, social studies, and social skills; cognitive strategies in self-regulation, study skills, attention, memory, and motivation; peer-mediated instruction including cooperative learning and peer tutoring; and self-determination and strategies for facilitating transition into the community, workplace, and postsecondary environments. It provides an overview of (a) the continuum of transitional, career, and vocational programming for, and the (b) instructional methods and adaptations to be used with --- adolescents who have learning and behavior needs at the *secondary level* (middle and high school).

## **STUDENT OUTCOMES**

As a result of active participation, completion of readings, research, and other activities in this course, students will be able to:

- ❖ Demonstrate knowledge of the federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for students with disabilities at the secondary school level (middle & high school).
- ❖ Demonstrate the ability to plan and develop a model lesson plan based on the Virginia Standards of Learning that includes appropriate, research-based instructional methods and adaptations for students with disabilities at the secondary level.
- ❖ Identify and develop research-based instructional and adaptive strategies for successfully including and planning for students with disabilities at the secondary level in both general (math, science, social studies, English, etc.) academics and special education classroom environments.
- ❖ Demonstrate the ability to integrate/infuse career development and life skills into the general education curricula, as well as justify the importance of such integration.
- ❖ Demonstrate an awareness of the importance and ability to implement instruction necessary in life skills, employment skills, self-advocacy, independent living, and functional skills, as well as be able to discuss how these might be infused into the curricula at the secondary level to prepare students for a culturally diverse world.
- ❖ Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and principles of person-centered planning.
- ❖ Identify and describe vocational, employment, supported employment, other opportunities and models, as well as the other types of vocational and postsecondary programs that could be available to benefit students with disabilities.
- ❖ Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for students with disabilities.
- ❖ Describe secondary level intervention research and the associated issues in intervention research including technological advances as applied to individuals with disabilities.

### **NATURE OF COURSE DELIVERY:**

Class lectures, discussions & participation; study and independent library research; collaborative problem solving; small group application activities; guest speakers, debates, presentations (small group & individual); observations, videos & other relevant media presentations; projects; and overheads.

### **REQUIRED TEXTS:**

1. Schloss, P., Smith, M. & Schloss, C. (2001) (3<sup>rd</sup> ed.) *Instructional Methods for Adolescents with Learning and Behavior Problems*. Boston: Allyn and Bacon.
2. Lenz, B.K., & Deshler, D. (2004) *Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools*. Boston: Pearson Education, Inc.

Relevant readings will also be assigned.

### **COURSE OBJECTIVES & RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION:**

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education

areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.

### Course Objectives & Student Outcomes

CEC Standards	1	2	3	4	5	6	7	8	9
<b>Standard 4 - Instructional Strategies</b>									
<b>Skills:</b>									
Use strategies to facilitate integration into various settings			X	X	X				
Teach individuals to use self-assessment, problem solving & other cognitive strategies to meet their needs					X				
Select, adapt, & use instructional strategies & materials according to characteristics of the individual with exceptional learning needs			X						
Use strategies to facilitate maintenance & generalization of skills across learning environments			X						X
Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance & self-esteem					X				
Use strategies that promote successful transitions for individuals with exceptional learning needs	X					X	X	X	X
<b>Standard 5 - Learning Environments &amp; Social Interactions</b>									
<b>Knowledge:</b>									
Demands of learning environments			X						
Effective management of teaching & learning		X	X						
Social skills needed for educational & other environments					X				
Strategies for preparing individuals to live harmoniously & productively in a culturally diverse world					X				X
<b>Skills:</b>									
Create a safe, equitable, positive & supportive learning environment in which diversities are valued		X							
Identify realistic expectations for personal and social behavior in various settings					X				
Design learning environments that encourage active participation in individual & group activities					X				
Use performance data and information from all stakeholders to make or suggestion modifications in learning environments		X							X
Teach self-advocacy					X				
Create an environment that encourages self-advocacy and increased independents					X				
Design & manage daily routines		X							
Organize, develop, and sustain learning environments that support positive intracultural & intercultural experience			X						

<b>Standard 7 - Instructional Planning</b>									
<b>Knowledge</b>									
Theories & research that form the basis of curriculum development & instructional practice			X						
Scope & sequences of general & special curricula		X	X						X
National, state or provincial, and local curricula standards	X								

The CEC Standards identified above are listed on the following web site:

<http://www.cec.sped.org/ps/>

The chart above identifies some of the CEC standards that will be addressed in this course.

### **ASSESSMENT OF COURSE REQUIREMENTS:**

All assignments must be word-processed and are due on the dates indicated. Consult with the instructor **in advance** if there is a problem. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for late papers that have not been previously excused by the instructor. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills (<http://writingcenter.gmu.edu/>)

Course participants wishing to suggest other learning activities may, with instructor approval, substitute these for a required activity. The major portion of your learning in this course will be the result of your personal involvement in the materials provided and in your application of the principles to your own situation. My role in your learning is to be a facilitator and to provide a favorable environment in which learning can take place; however, the major responsibility must necessarily remain with you.

### **GRADING SCALE:**

95-100% = A	90-94% = A-
87-89% = B+	84-87% = B
80-83% = B-	70-79% = C
< 70% = F	

### **IMPORTANT:**

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

- ❖ Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/> for a listing of these dispositions.
- ❖ Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code. Be especially observant of proper documentation of source material to avoid plagiarism. See <http://mason.gmu.edu/%7Emontecin/plagiarism.htm> for guidelines.

- ❖ Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- ❖ 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, of their accommodation requirements at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.**

## **EXPECTATIONS:**

- ❖ Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete Blackboard discussion boards and other assignments. Attendance and professionally relevant, active participation is expected in class sessions for a grade of **B** or better. Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. A great deal of Information and activities are not a part of the text and can only be experienced in the class sessions. Please notify me by email in advance if you will not be able to attend class. Excessive absences/tardiness (more than 2 classes) will affect your final grade by reducing it one-half grade.
- ❖ In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.
- ❖ Use APA guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>
- ❖ We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>
- ❖ Please subscribe to the GMU/GSE Special Education list serve to receive important program updates and announcements. You can subscribe (join) or unsubscribe (sign-off) the listserv via e-mail:
  1. Address an e-mail message to [listserv@listserv.gmu.edu](mailto:listserv@listserv.gmu.edu)
  2. Put the following in the body of the message:  
 subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname  
 A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.
- ❖ Your gmU email address is the email address that will be used for communication in this course. Please make sure your gmU email is activated and checked regularly for communications from the instructor as well as university announcements. It is possible to forward your gmU email to another account.

## **BLACKBOARD:**

**GMU's** Blackboard will be used to post important information for this course and for you to respond to discussions and assignments. Your GMU email address has been entered in the **Blackboard** system. Please verify with the instructor the username and email address that was entered for the Blackboard for this course.

The following is how you will access the **Blackboard-GSE Login Page:**

Enter the URL <http://blackboard.gmu.edu> into your browser location field.

Click on the **Login** button.

Enter your **Username & Password** assigned to you. Most likely it will be **your** first initial of your first name and **your** entire last name (for example - jrazeghi). This will serve as both your username and password.

Click **Login**.

You will begin using Blackboard following class session #2 of this course. If you need information as to how to use Blackboard, your instructor has a user-guide to share with you. Please confirm your account information the first night of class.

## **MAJOR LEARNING ACTIVITIES:**

### **I. Four Online Discussions/Reflections: (20% of final grade) Due dates: 9/13, 9/20, 9/27, 10/4 by 9 AM**

Each class member is expected to participate online on **Blackboard**. The instructor has posted discussion assignments that should be addressed after selected class sessions (do not complete ahead of time), and **thoughtful, detailed** responses that address the topic *and* your classmates' reflections are expected *no later than 9 am Tuesday morning of the next class session*. A total of 4 responses must be posted ON TIME for full credit.

It is highly recommended that students compose their responses in a word-processing program so they can be proofread and edited prior to posting. Responses can then be copied and pasted into the Discussion Board. Doing so also reduces the possibility that responses are "lost" before submission.

## MAJOR LEARNING ACTIVITIES:

### II. **Lesson Plans: Integration of Career Education into the General Curriculum: (20% of final grade)**

Due date: 10/18

The career/life skill integration lessons should cover two to three block-scheduled class periods and use the appropriate *SECONDARY (middle or high school)* grade level Standards of Learning (SOLs) to teach in a content area (English, math, science, social studies or other secondary academic area of your choice) at an identified secondary level. Make this something you or another secondary teacher could actually use.

These lessons are to include a variety of activities, teaching strategies, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In your lesson plans, the students should be actively engaged in activities at least half of the time. The goal of your lessons should be to infuse career education or critical life skills into content area instruction as described in a course of study and the SOL(s) for that grade level and subject. You are to find and/or create each activity to be completed by the students. **If you select a published activity you must cite the reference.**

The following will help you to develop this project, **but YOU WILL USE THE RUBRIC TO ORGANIZE YOUR COMPLETED PRODUCT.**

#### **Step 1. Standards of Learning.**

Obtain a curriculum (often referred to as a program of study or curriculum frameworks) from general education at the *secondary* level. Locate and clearly identify the related Standards of Learning (SOL). Curriculum Frameworks for major content areas can be found at:

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

SOL can be found on the Virginia Department of Education website:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> and

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

#### **Step 2. Integration of Career Development/Life Skills within an Academic Lesson.**

Using the *secondary* general education curriculum (or program of study) and the Standard(s) of Learning (SOL), develop 2-3 well-designed lessons (a mini-unit, if you will) which will cover two to three block sessions of content and will reflect the integration of career development/life skills activities. These lessons must relate to one another at the thematic level.

#### **Step 3. SOL Goals and Objectives.**

Identify the Standards of Learning (SOL) upon which the lessons are based.

List general education goals for each lesson. These are to be based on the Standards of Learning (SOL) that you identified. Please indicate which one(s) and for which grade level and subject that you select.

Then, identify what career concepts/life skills will be infused into the lesson, and write specific, measurable objectives for each lesson.

Properly written instructional objectives have four components. They:

1. *Identify what students will be able to do once they have acquired the knowledge, skills or values related to the overall goal of the lesson(s).*
2. *Specify an anticipated measurable performance that will demonstrate the student has acquired the knowledge, skills or values related to the overall goal of the lesson. It allows the teacher to be able to see, hear, or examine a student- developed project.*
3. *Describe the setting in which the performance is to be demonstrated and observed, as well as the conditions under which the students will perform.*
4. *Establish a degree or level of expected performance (criterion) to measure the successful completion of the objective. These may be measured by rubrics, the percentage of correct items on a text/quiz, check sheets, etc.*

#### **Step 4. Lesson Format**

Provide the detailed format for each lesson (**follow Lenz et. al., Chapter 8, p. 199**)

#### **Step 5. Adaptations & Accommodations.**

For the lesson(s), demonstrate (in general) how you would adapt the content and/or methods of presentation to meet the needs of students with disabilities, especially those with learning disabilities, mild mental retardation (as a special educator you may be responsible for some aspects of MR), and emotional disabilities.

#### **Step 6: Assessment Plan for the Lessons.**

Summarize the multiple forms of assessment (formal and informal) that will be embedded in the lesson(s).

Describe and provide **actual examples** of how the students' learning will be assessed both formally and informally and where to find the assessment activities.

Include a discussion of how the results of each assessment will be used in instructional decision-making.

## MAJOR LEARNING ACTIVITIES:

### III and IV. Research/Application Projects: Choose Two Options (40% of final grade: 20% each) Due dates: 11/1 and 11/15

#### Option 1: Research Application

Implement a research-based instructional/learning strategy in a *secondary* classroom and describe the results. Your paper should describe the *participants* (students), *method* including *materials* and *procedures*, and *results* (e.g., results of pre and post-testing, survey, etc.). Include copies of the materials you designed to implement the project. Paper will be *approximately* 8-10 pages in length and should include supporting materials such as student work samples or data results.

#### Option 2: Research Analysis

Choose a curriculum and methods area relevant to the secondary level and develop an annotated bibliography describing interventions involving students with learning or behavioral needs. The bibliography must include at least 5 references from peer-reviewed journals. It should include *Introduction, Description of Studies, Summary, Conclusions and Implications for Practice*. Paper will be *approximately* 8-10 pages in length.

#### Option 3: Community Resources: Investigating a One-Stop Center

Visit a local One-Stop Career Center and describe the services available to **youth with mild disabilities**. Your *approximately* 7-page write-up should include services, accommodations, description of center, and questions for staff. Your “lens” for this visit should be “what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?” Include copies of materials available at the One-Stop. You will need to make an appointment. To locate a One-Stop Career Center close to you, go to [http://www.servicelocator.org/nearest\\_onestop.asp](http://www.servicelocator.org/nearest_onestop.asp)

#### Option 4: Case Study

Interview a secondary or postsecondary special education student and one of his/her family members. Discuss their IEP and their transition planning, and reflect on the students’ and family member’s plans and dreams for the future, what steps they’re taking across all adult living domains, what the school system is doing (or did) to facilitate the process, what linkages have been/are being made with other agencies, and how everyone feels the process is working/has worked. Analyze how the reality stacks up against the intent of IDEA’s transition planning provisions in an *approximately* 8-10-page write up.

## **MAJOR LEARNING ACTIVITIES:**

### **V. Group Presentation: (20% of final grade)**

Due dates: either 11/29 or 12/6

#### **Option 1: Transition Presentation to Adults**

Your **group** will develop a (approximately ½ hour) PowerPoint presentation on the importance of transition planning for students with disabilities, as well as best practices in transition planning. Your presentation will be geared towards a **mixed group of adults**, including parents, middle/high school teachers and administrators (both special and general education). Your group will present to your classmates and provide a copy of the actual presentation (using PowerPoint handouts pages) and any handouts to me. I will post your actual presentation on Blackboard for your classmates to download.

**OR:**

#### **Option 2: Transition Presentation to Students**

Your **group** will develop a (approximately ½ hour) presentation to a group of middle and/or high school **students** who are receiving special education services or who have 504 Plans, explaining the transition planning process, postsecondary options, and the rights and responsibilities of adults with disabilities. The same requirements for handouts/presentation copies apply.

**OR:**

#### **Option 3: Intervention/Strategy Training for Colleagues**

Your **group** will develop a (approximately ½ hour) PowerPoint presentation that teaches a research-based intervention/learning strategy appropriate for secondary learners. Your presentation will simulate a professional development activity involving fellow secondary educators. Your presentations will include recent research findings on this intervention, guidelines for implementing the intervention/strategy, and practice using the strategy. The same requirements for handouts/presentation copies apply.

## RUBRIC FOR MAJOR LEARNING ASSIGNMENT

### I. Blackboard Online Discussion/Reflections

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
<p><b>Background</b> Student has clearly completed the discussion prompt or activity prior to developing written response</p> <ul style="list-style-type: none"> <li>• Response is submitted on time</li> </ul>					
<p><b>Quality</b> Addresses all aspects of discussion starter/prompt. Reacts to both prompt and addresses classmates' responses</p>					
<p><b>Reflection</b> Summarizes thoughts about articles read or information received and includes rationales for the statements made.</p> <ul style="list-style-type: none"> <li>• Depth of reflection &amp; depth of linkages to other course readings, teaching, and learning in general.</li> </ul>					
<p><b>Collaboration</b> Student incorporates classmates' responses into own response. Acknowledges differences of opinion appropriately. Recognizes and validates multiple viewpoints.</p>					
<p><b>Writing</b> Reflection is written to graduate-level standards and there are <u>very few</u> writing or printing errors.</p>					

**Name:**

**Grade:**

## RUBRIC FOR MAJOR LEARNING ASSIGNMENT

### II: Lesson Plans: Career Integration/Life Skills Rubric

	Lesson Plan	4 Fully Identified & Clearly Described	3 Identified or Described	2 Minimally Identified or Described	1 Unsatisfactory, Inappropriate or Missing
1	Grade level for the lessons				
2	Content of lessons is indicated (math, English, science, etc)				
3	SOL addressed in lessons are clearly identified & related to the academic content.				
4	Theme or topic of the Lessons is identified				
5	There is a goal for each lesson that addresses both the SOL and the career development/life skill component				
6	There are objectives for each lesson. Lesson objectives are based on the goals (above) and are measurable (include all 4 components of an instructional objective)				
7	Lessons clearly describe how & when career education life skills will be integrated				
8	General adaptations & modifications are included for each lesson and are clearly identified and described				
9	Formal and informal assessment for each lesson is described; one example of each is included along with a discussion of how the results will be used in making instructional decisions that should be sensitive to diverse populations.				
10	It is clear to the reader that career education/life skills have been infused into existing SOL-based lesson plans				
11	The lesson plans (format according to p. 199 of the Lenz text) are included.				

Name:

Grade:

## RUBRIC FOR MAJOR LEARNING ASSIGNMENT

### III and IV: Research/Application Projects Scoring Rubric Options 1-4 (2 choices)

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
<p><b>Background</b> Relevance of assignment to course content-- Why chosen? Link to Transition or Instructional Methods, readings, class discussions</p>					
<p><b>Quality</b> Assignment reflects all requirements in syllabus description and quality reflects graduate-level status</p>					
<p><b>Reflection</b> Summarizes thoughts about articles read, information received and includes research-based rationales for the statements made.</p> <ul style="list-style-type: none"> <li>• Depth of reflection &amp; depth of linkages to other course readings, teaching, and learning in general.</li> </ul>					
<p><b>Format</b> Research is referenced so sources can be easily located</p> <ul style="list-style-type: none"> <li>• Are from refereed journals or empirical professional literature</li> <li>• Are from expert sources such as One Stop Managers, Students and Family members</li> </ul>					
<p><b>Writing</b> Paper is written to graduate-level standards and there are <u>very few</u> writing or printing errors.</p>					

**Name:**

**Grade:**

# RUBRIC FOR MAJOR LEARNING ASSIGNMENT

## V: Group Presentation Rubric

Topic of Presentation:	4 Outstanding	3 Good	2 Minimal	1 Unsatisfactory, Inappropriate or Missing
Target Audience settings/conditions identified				
Students present information in engaging, novel, and logical sequence which audience can follow.				
Students demonstrate full knowledge of content with explanations and elaboration.				
Creative use of technology and quality of handouts/activities				
Significant evidence of shared responsibility, shared commitment, and shared level of effort.				

Group Name:

Grade:

## Class Session Agenda for Fall 2004 EDSE 429/629 Section 001

Date	Topic	Chapters & Assignment(s)	Assignment Due This Session
#1 8/30	Introductions. Review Syllabus. Review Blackboard Overview of EDSE 629 Foundations of Transition Planning	Chapter 1 (Schloss) Chapter 1 (Lenz)  Access Blackboard	
#2 9/6	Characteristics and Needs of Secondary Learners with Disabilities Transition Planning and IDEA	Chapter 2 (Schloss) Chapter 2 (Lenz)  Blackboard #1 by 9:00 AM Tuesday 9/13	
#3 9/13	From Entitlement to Eligibility: IDEA, ADA Section 504 WIA	Chapter 12 (Schloss)  Blackboard #2 by 9:00 AM Tuesday 9/20	Blackboard #1 Group Discussion
#4 9/20	Community Resources and Transition Planning Considerations: Employment, Independent Living, Postsecondary Education	Chapter 11 (Lenz)  Blackboard #3 by 9:00 AM Tuesday 9/27	Blackboard #2 Group Discussion
#5 9/27	Secondary IEP Planning and Delivery Self-Determination	Chapters 4 &5 (Schloss)  Blackboard #4 by 9:00 AM Tuesday 10/4	Blackboard #3 Group Discussion
#6 10/4	Life Skills Infusion Lesson Planning Goals and Objectives Assessment Graduation Requirements	Chapter 8 (Lenz)  II. Career/Life Skill Lesson Plans	Blackboard #4 Group Discussion

<b>Date</b>	<b>Topic</b>	<b>Chapters &amp; Assignment(s)</b>	<b>Assignment Due This Session</b>
☆ #7 Class on Tues. 10/18	Behavior and Social Skills Motivation	Chapter 6 (Schloss)	II. Career/Life Skill Lesson Plans
#8 10/25	Strategy Instruction /Teaching Methods Content Area support Study Skills	Chapters 5 & 6 (Lenz)  III. First choice of Research/Application Project	
#9  11/1	Strategy Instruction/Teaching Methods Reading Writing	Chapters 7 & 15 (Schloss)	III. First choice of Research/Application Project
#10 11/8	Strategy Instruction/Teaching Methods Vocabulary Concept Formation and Retention Mathematics	Chapters 9 & 12 (Lenz)  IV. Second choice of Research/Application Project	
#11  11/15	Providing Accommodations/Adapting and Modifying Instruction Assistive Technology	Chapters 9,10,& 11 (Schloss)	IV. Second choice of Research/Application Project
#12  11/22	Managing the Learning Environment Secondary Program Design Parents and Families Culture and Diversity	Chapters 3, 4, 7 & 10 Lenz  Work on Group Presentations	

<b>Date</b>	<b>Topic</b>	<b>Chapters &amp; Assignment(s)</b>	<b>Assignment Due This Session</b>
#13 11/29	Essential Understandings Group Presentations 1-4		V. Copy of Group Presentation and Handouts
#14 12/6	Group Presentations Course Evaluation 5-7	Have a wonderful Winter Break!	V. Copy of Group Presentation and Handouts