

**George Mason University  
Graduate School of Education**

***EDSE 629- Section 620 (LC)  
Secondary Curriculum and Strategies for Mild Disabilities  
Spring 2006***

**Professor:** Jodi M. Duke

**Office Hours:** Before class and by appointment

**Course Location:** Stone Bridge High School

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**Course Day:** Wednesdays

**Course Time:** 4:30-9:30 p.m.

***Course Description***

This course applies research on teacher effectiveness, teacher accountability, instructional approaches, and technological advances at the secondary level for individuals with mild disabilities. Course content includes curriculum and instructional strategies 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-advocacy and strategies for facilitating transition to community, workplace, and post-secondary environments.

***Student Outcomes***

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

1. Demonstrate knowledge of the federal and Virginia laws and 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 and high school).  
Products: brochure.
2. Demonstrate the ability to plan and develop a model lesson plan and a nine-week unit based on the Virginia standards of learning that includes appropriate, research-based instructional strategies and adaptations for students with disabilities at the secondary level. Product: lesson plan, adaptations, and curriculum unit.
3. Identify and develop research-based instructional and adaptive strategies for successfully including and planning for students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) academics and special education classroom environments. Products: lesson plan, adaptations, and curriculum unit.
4. Demonstrate the ability to integrate/infuse career development and vocational skills into the general education curricula, as well as justify the importance of such integration.  
Products: measurable statements, lesson plans, and unit.

5. 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 and prepare students for a culturally diverse world. Products: lesson plan, curriculum, and curriculum unit.
6. Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and/or develop an Individual Transition Plan (ITP). Product: completed ITPs.
7. Identify and describe vocational, employment, supported employment, other opportunities and models, as well as the other types of vocational and postsecondary programs available that could be available to benefit students with disabilities. Product: brochure.
8. 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. Product: brochure.
9. Describe secondary level intervention research and the associated issues in intervention research including technological advances as applied to individuals with disabilities. Products: lesson plan, curriculum unit, and research paper option.

### ***Nature of Course Delivery***

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

### ***Required Text:***

Sabornie, E.J. & deBettencourt, L. (2004). *Teaching Students with Mild and High-Incidence Disabilities at the Secondary Level*. New Jersey: Pearson Merrill Prentice Hall.

Other readings as required.

### ***Special Ed Listserv:***

Please subscribe to the special education list serve. You can subscribe (join) or unsubscribe (sign-off) a listserv via email:

1. Address an email 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 your lastname

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. Send the mail message and you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from special education.

**Course Objectives and Relationship of Course to Program Goals and Professional Organizations:**

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 secondary curriculum and strategies for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.

\*The CEC Standards are listed on the following web site:

[http://www.cec.sped.org/ps/perf\\_based\\_stds/common\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html)

**CEC Standards Course Objectives and Student Outcomes**

	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				
Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.			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 and learning.		X	X						
Social skills needed for educational and other environments.					X				
Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.					X				X
<b>Skills:</b>									
Create a safe, equitable, positive, and 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 and group activities.					X				
Use performance data and information from all stakeholders to make or suggest modifications in learning environments.		X							X
Teach self-advocacy.					X				
Create an environment that encourages self-advocacy and increased independence.					X				
Design and manage daily routines.		X							
Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.			X						
<b>Standard 7 - Instructional Planning</b>									
<b>Knowledge:</b>									
Theories and research that form the basis of curriculum development and instructional practice.			X						
Scope and sequences of general and special curricula.		X	X						X
National, state or provincial, and local curricula standards.	X								

***Assessment of Course Requirements:***

**All assignments should be typed 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 work on time, **points per day will be deducted from your grade for late assignments.** 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 are deficient in any of these areas, 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 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 situation in which learning can take place; however, the major responsibility must necessarily remain with you.

**NOTE:**

- \* This syllabus may change according to class needs.
- \* If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with instructor as soon as possible.**

***Grading Scale:***

95-100% = A	90-94% = A-
87-89% = B+	84-86% = B
80-83% = B-	70-79% = C
< 70% = F	

***Expectations:***

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 in order 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, 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.

***Additional Course Expectations:***

- ✓ Students are expected to attend all classes during the session, arrive on time, stay for the duration of the class time and complete reflections.
- ✓ Use APA guidelines for all course assignments. See <http://www.psywww.com/resource/apacrib.htm> for APA format guidelines.
- ✓ We will use person first language in our class discussions and written assignments (and ideally in your professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>

***Blackboard:***

Blackboard will be used to post important information for this course. I will email you as soon as your email address is entered into the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:

1. Enter the URL <http://blackboard.gmu.edu> into your browser location field.
2. Click on the **Login** button.
3. Enter your **Username and Password** assigned to you. Most likely it will be your first initial of your first name and your entire last name (for example – jduke). This will serve as both your username and password.
4. Click **Login**.

*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.*

**Tentative Class Agenda for Spring 2006 EDSE 629, Section 620**

<b>Session Date</b>	<b>Topic (Quiz will be announced prior to each session)</b>	<b>Chapter Assignments for Next Session</b>	<b>Assignments Due This Session</b>
#1 1/4/06	<ul style="list-style-type: none"> <li>❖ Introductions</li> <li>❖ Review syllabus for EDSE 629</li> <li>❖ Review Blackboard</li> <li>❖ Overview of Secondary Special Education Essentials</li>   <li>❖ <b>In-class:</b> Identify small groups and meet to plan 9 week career ed curriculum unit based on SOLs and to plan chapter presentations</li>   <li>❖ <b>In-class:</b> brochure research</li> </ul>	<p>For 1/18, please read the following:</p> <ul style="list-style-type: none"> <li>❖ Chapter 1: Introduction</li> <li>❖ Chapter 2: Adolescence</li> <li>❖ Chapter 3: Secondary Level Students</li> </ul>	<i>Personal Information Sheets</i>
#2 1/18/06	<ul style="list-style-type: none"> <li>❖ Transition Basics</li> <li>❖ Characteristics and Needs of Secondary Learners with Disabilities</li> <li>❖ Transition Planning and IDEA</li>   <li>❖ <b>In-class:</b> Writing measurable statements</li>   <li>❖ <b>In-class:</b> Small group meetings to finalize career ed unit introductions</li> </ul>	<p>For 2/1, please read the following:</p> <ul style="list-style-type: none"> <li>❖ Chapter 4: Effective Instruction</li> </ul>	<i>Brochure: 2 copies due plus rubric</i>
#3 2/1/06	<ul style="list-style-type: none"> <li>❖ Career Education and how to infuse it into Secondary SOLs</li> <li>❖ Post-secondary education and employment options</li> <li>❖ In-school options and vocational education</li> <li>❖ Self-determination</li> <li>❖ Leisure skills and life skills instruction</li>   <li>❖ <b>In-class:</b> Writing model lesson plans</li> </ul>	<p>For 2/15, please read the following:</p> <ul style="list-style-type: none"> <li>❖ Chapter 5: Reading</li> <li>❖ Chapter 6: Written Language</li> </ul>	<i>Measurable Statements and Introduction to 9-Week Unit due (1 copy each) plus rubrics</i>
#4 2/15/06	<ul style="list-style-type: none"> <li>❖ Instructional Methods for Secondary Learners: Reading, Written Language, Listening and Speaking</li>   <li>❖ <b>In-class:</b> Small group meetings to develop calendar and finalize model lesson plans.</li> </ul>	<p>For 2/22, please read the following:</p> <ul style="list-style-type: none"> <li>❖ Chapter 7: Math</li> <li>❖ Chapter 8: Cognitive Strategies</li> <li>❖ Chapter 9: Social skills</li> </ul>	<i>Research/Application Project</i>
#5 2/22/06	<ul style="list-style-type: none"> <li>❖ Assessment of Skill Acquisition</li> <li>❖ Instructional Methods: Math, cognitive strategies, and social</li> </ul>	<p>For 3/1, please read the following:</p> <ul style="list-style-type: none"> <li>❖ Chapter 12:</li> </ul>	<i>9 week unit calendar: (one from each small group,</i>

	skills. ❖ <b>In-class:</b> Skill assessment as related to unit	Postsecondary Programs	<i>and one copy of each model lesson plan plus rubrics</i>
#6 3/1/06	❖ Instructional Methods: Content Area ❖ Adaptations ❖ Assistive Technology ❖ Transition Related Instruction  <b>In-class: Development and presentation of ITPs.</b>		<i>Assessment (1 formal and 1 informal that include scoring and instructional decisions related to lesson plan above and unit) plus rubric</i>
#7 3/8/06	❖ Managing the Learning Environment ❖ Parents and Families ❖ Culture and Diversity ❖ Collaboration ❖ Role of resource teacher and other teaching models  <b>In-class: Finalize and prepare presentations</b>		<i>9 Week Unit Due: 2 copies (one kept by prof) of unit plus rubric</i>
#8 3/15/06	❖ 9 week unit group presentations		<i>Unit Presentations</i>

\*This cohort will meet with Dr. Razeghi for portfolio work on January 9<sup>th</sup>, January 23<sup>rd</sup>, and February 6<sup>th</sup>. Because of that, our class **will not meet** on January 11<sup>th</sup>, January 25<sup>th</sup>, and February 8<sup>th</sup>.

**Course Requirement #1: Brochure & Scoring Rubric**  
**5 points**

**Assignment:**

In your role as a special education department chair, you have been asked to prepare a brochure describing postsecondary educational opportunities.

- a. Provide the **essential content** about postsecondary options.
- b. Include a **brief description** of possible training programs. If relevant include info about special accommodations, and possible employment outcomes that are available at the postsecondary level.
- c. On a *separate page* (from the brochure), indicate page numbers in text where info is located.
- d. Be prepared to revise this activity, if necessary.
- e. Copy this rubric and submit a copy with this completed assignment.

Resource: Text & class discussions. Length: about 2 - 3 pages.

Criteria	Self Rating	Peer Rating	Professor Rating	Comments
1. All postsecondary options have been included. Check off the following:  2 year and 4 year colleges and universities Technical schools Business & industry Vocational rehabilitation ✓ Vocational assessment ✓ Sheltered rehab centers ✓ Enclaves in industry ✓ VA PERT Project ✓ Vendors Adult Education Community Services Board (CSB) in VA Commonwealth Challenge-VA Military Social Security Admin (SSI) & Programs				
2. All postsecondary options have been described adequately.				
3. Examples of possible employment as a result of each option have been mentioned (if applicable).				
4. Local contact information (name of agency, phone, fax) have been included for each agency				
5. Brochure is prepared in a professional manner suitable for sharing with families and staff.				

4 = Exemplary    3 = Good    2 = Acceptable    1 = Inadequate    0 = Not Present

\_\_\_\_\_ of 5 points



**Course Requirement #2: Research/Application Project  
10 points**

**Option 1 – Research Application Project**

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-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but include copies of the materials you designed to implement the project. Paper should be 8 - 10 pages in length and should include supporting materials such as student work samples or data results.

**Option 2 – Research Paper**

Choose a curriculum and methods area relevant to the secondary level and write a paper describing interventions involving students with learning or behavioral disorders. The paper must include 15 references, 10 of which must provide original empirical data. It should include *Introduction, Description of Studies, Summary, Conclusions, and Implications for Practice*. Paper should be 8 -10 pages in length.

	<b>Self Rating</b>	<b>Peer Rating</b>	<b>Professor Rating</b>	<b>Comments</b>
Topic is appropriate				
Review of previous research is thorough & thoughtful				
Implementation procedures (Introduction, Description of Studies, etc.) are appropriate and clearly described				
Measurement and evaluation of results are carefully analyzed				
Discussion of implications of findings is thorough & appropriate				
Writing style is good, free of mechanical or stylistic errors & use of APA format is appropriately used				

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable

**Exemplary Paper (4):** Meets all of the criteria above.

**Good or Adequate Paper (3):** Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

**Acceptable or Marginal Paper (2):** Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project.

**Inadequate Paper (1):** Paper has substantial problems in important areas such as writing, implementation of intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice.

Total points \_\_\_\_\_ of 10 points

**Course Requirement #3: Chapter Presentation and Secondary-Level Research-Based Teaching Methods Rubric**  
**5 points**

1. Sign up for a chapter (no more than 3 per small group).
2. Read & research the chapter.
3. Individually determine the 4 – 5 most important concepts & secondary teaching methods that are in that chapter that all special education teachers need to know.
4. Together, come to consensus on the 4- 5 concepts.
5. Develop these concepts into “quiz” questions that will be answered by each member of the class at the end of your presentation (or during).
6. Together, design a unique, possibly visually memorable mode of presentation [role-play, video, mnemonics, game (must clear with professor so everyone doesn’t do Jeopardy), music, or any combination of these or other]. Be creative!
7. Rehearse (in some manner) and time your presentation so that one member does **not** exceed their allotted time. Assign a timekeeper to keep time during the presentations.
8. Either **make copies** of your presentation (Power Point) for each class member or send a copy **electronically** (including to the professor) by the Monday prior to your presentation to be copied for the class.

Names of Group Members: \_\_\_\_\_

Chapter Title and Number: \_\_\_\_\_

	<b>4</b> <b>Exemplary</b>	<b>3</b> <b>Good</b>	<b>2</b> <b>Acceptable</b>	<b>1</b> <b>Inadequate</b>	<b>0</b> <b>Unacceptable</b>
<b>Summary</b> Presentation & materials <b>succinctly describes</b> the methods, materials, and research findings of the chapter. <b>1 point</b>					
<b>Quiz Questions</b> Clearly reflect the most important concepts in the chapter. Can be answered based on knowledge presented and reading of the chapter? (fairness) <b>2 points</b>					
<b>Creativity of Presentation</b> Does it help you remember the most important content? <b>5 points</b>					
<b>Time</b> Presenters were sensitive to each others’ time constraints. <b>.5 point</b>					
<b>Writing</b> Report is well written and there are very few writing or printing errors. <b>1.5 points</b>					

Total points \_\_\_\_\_ of 5 points

**Course Requirement #4: Measurable Goal/Objectives Statements  
5 Points**

Each person in the small group is to complete this assignment (individually). It can be related to the required model lesson plan, and eventually become part of that model lesson plan.

**Assignment:**

- a.** Select an SOL from any **secondary-level curriculum** upon which you can base a regular education objective. If you know the subject and topic for your career ed unit, you may want this to be the basis for your particular lesson plan. Visit the SOL website at <http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html>
- b.** Use that to base your ability to write a one sentence measurable goal/objective that contains the 4 components reviewed during class lecture (**student, desired behavior, conditions, and criteria**) and that integrates career education concepts. These will be reviewed in class prior to this assignment.
- c.** Write three different measurable statements focusing on a different phase of career ed (**awareness, orientation, and exploration**) for each one. Use the same SOL as the basis for each statement.
- d.** Have one other class participant review & verify that you have included all **four** necessary components (4) for a measurable statement (clearly identify these in your paper, referencing text page numbers).
- e.** Copy and submit rubric with assignment. Be prepared to revise this activity, if necessary.

Resource: Chapter 4 & lecture. Length: one page (SOL & 3 complete sentences).

Criteria	4 Exemplary	3 Good	2 Acceptable	1 Inadequate
SOL is identified that has been selected from a secondary curriculum upon which the 3 following measurable statements will be based Grade level is indicated.				
Measurable statement is written for <b>awareness</b> phase of career education that includes all 4 components ( <b>student, desired behavior, conditions, and criteria</b> ).				
Measurable statement is written for the <b>orientation</b> phase of career education that includes all 4 components ( <b>student, desired behavior, conditions, and criteria</b> ).				
Measurable statement is written for <b>exploration</b> phase of career education that includes all 4 components.				

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable \_\_\_\_\_ **of 5 points**

**Exemplary Paper (4): Meets** all of the criteria above. Subject, grade level, relevant SOLs are clearly identified. A measurable state is written for awareness, orientation, and exploration phases of career education. All four components of a measurable objective are included in each statement. Career education is appropriately integrated.

**Good or Adequate Paper (3):** Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

**Acceptable or Marginal Paper (2): Overall,** acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project.

**Inadequate Paper (1): Paper** has substantial problems in important areas such as writing, implementation of intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice.

**Course Requirement #5: Individualized Transition Plans (ITPs)**  
**10 Points (ITP worth 5 and Presentation worth 5)**  
**\*This will be completed in-class**

**Description of Assignment:**

You will be required to write several ITPs, at least one for a student with a learning disability and one for a student with emotional/behavioral disability.

- a. Review the directions presented in class
- b. Use the ITP forms provided in class
- c. Be prepared to revise your ITPs, if needed.

**Scoring Rubric:** Class may refine criteria and develop a rubric.

*Form has been completed correctly, demonstrating knowledge of the guidelines*  
*Sufficient detail has been provided*  
*The career goal identifies a career goal, not “college” or “university”*

### Course Requirement # 6: Final Product: Nine Week Career Integration Unit

This is a culminating activity that requires you to develop a 9-week unit based on the SOLs for a specific grade and subject at the secondary level.

#### Description of Assignment:

The career integration unit should cover a 9-week period that uses the appropriate *SECONDARY* grade level Standards of Learning (SOLs) to teach a content area (math, science, English, 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. This unit is to include a calendar, 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, you should have the students engaged in hands-on activities at least half of the time. In addition to career education, the unit could integrate government, math, art, or another subject area in a series of lessons. 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.**

Visit the SOL website at: <http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.htm>

#### Step 1. Standards of Learning.

- Obtain a curriculum (often referred to as a program of study) from general education at the *secondary* level.
- Locate and clearly identify the related standards of learning (SOLs). Check the professional library in your school system and/or the one in the on-campus GMU library for copies of curricula, programs of study for a variety of school systems in this area, and for copies of the SOLs.

#### Step 2. Integration of Career Development within an Academic Unit.

- Using the *secondary* general education curriculum (or program of study) and the standards of learning (SOLs), develop a 9-week unit so that it integrates career development activities. Specific examples of how to do this will be provided in a class lecture.

#### Step 3. Nine-week Unit Calendar (each small group submits 1 coordinated, formatted calendar)

- Develop a 9-week unit *calendar* that identifies each day's topic(s), relevant SOLs, and activities.
- In addition, the calendar must indicate the day of each group member's model lesson plan.
- The planning and structuring of this calendar is one of the most important components of the unit.

#### Step 4. Adaptations & Accommodations.

- Each lesson plan should include a table or bulleted outline (at the end) illustrating how these 3 different types of disabilities (LD, ED, MR) will be addressed and accommodated.
- In addition, general adaptations should be indicated in the unit for the 3 types of disabilities.

#### Step 5. Format

- Format for the unit. Follow the **unit checklist** included in this syllabus.

#### Step 6. Unit Objectives and the Career Development Objectives.

These should be included in the introduction and overview of the unit.

**Course Requirement #6A: Introduction to Curriculum Unit  
2 points**

The career integration unit is a culminating activity that requires you to develop a 9-week unit based on the SOLs for a specific grade and subject at the secondary level.

**Description of Integrated Career Unit Assignment:**

The career integration unit should cover a 9-week period that uses the appropriate *SECONDARY* grade level Standards of Learning (SOLs) to teach a content area (math, science, English, social studies or other secondary academic area of your choice) at an identified secondary level. Make this something that could be used by a secondary special or regular teacher. This unit is to include a calendar, a variety of activities, teaching strategies, adaptations, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In your lesson plans, you should have the students engaged in hands-on activities.

**Introduction to the Unit**

The introduction to the unit should include the following:

Criteria	4 Exemplary	3 Good	2 Acceptable	1 Inadequate
1. Grade level (middle or high school)				
2. Secondary SOLs identified that are relevant to the grade and subject area				
3. Content of subject that is addressed (English, math, science, etc.)				
4. Overview of how career concepts will be integrated throughout the calendar unit.				

\_\_\_\_\_ of 2 points

**Length: no more than one page**

**Course Requirement #6B: Model Lesson Plan**  
**10 points**

- Be sure to know & indicate **WHERE** your model lesson (day, etc.) fits into your unit's calendar of events and indicate this clearly on the calendar.
- Include one "model" lesson plan that includes all of the components in the lesson plan checklist/rubric attached. Please review each other's lesson plans using rubric in this syllabus before including them in the unit.
- Select two (2) empirically-based intervention articles describing a technique used to teach in the content area of your lesson plan (math intervention, science intervention, etc.) These must be research articles, not opinion articles or meta-analyses. Appropriate sources for journal articles include the following: *Exceptional Children*; *The Journal of Learning Disabilities*; **Learning Disability Quarterly**; *The Journal of Special Education*, *Learning Disabilities Research and Practice*; *Remedial and Special Education*, and *Career Development of Exceptional Individuals (CDEI)*, etc. These should be techniques that are appropriate to incorporate into your lesson plan.

At the end of your lesson, on a separate page, answer the following questions:

1. What is the nature of the problem facing the students according to or implied by this treatment?
2. How does the intervention/technique work?
3. What is the evidence in support of this technique/intervention?
4. How does this fit with current school structure?
5. What elements are there to support it?
6. What would be needed to implement it?
7. What kind of success was achieved by this method in this study?
8. How would you use this intervention based on research and method outlined in the article in teaching your lesson?

A brief summary of the techniques you researched will be delivered during the learning fair. Please plan on using any visuals necessary to help fellow students get a good idea of how the intervention works. A copy of the articles should be included with you summary paper for your instructor (they may not be returned).

Based on directions identified in class & the checklist, develop a lesson plan according to the directions presented in the text & lecture.

**Description of Assignment:**

- a. Follow the **lesson plan checklist** (included in this syllabus) **exactly**.
- b. Before submitting your lesson plan, do a self-critique.
- c. Have another class participant review & critique your plan based on the checklist before you submit it (time will be provided at the beginning of class), and get their signature at the end of your plan, verifying that all the components are included.
- d. Be prepared to revise this activity, if necessary.
- e. Copy and submit a copy of the rubric with the completed assignment. **Scoring Rubric is included.**

**Course Requirement #6B: Lesson Plan Checklist & Scoring Rubric**  
(Use this order for the lesson plan. Student & peer ratings must be completed)

Name: \_\_\_\_\_ Peer's Name/Signature: \_\_\_\_\_

Item	Self	Peer	Prof
1. Identification of <b>grade level</b>			
2. Identification of secondary <b>curriculum area/subject</b>			
3. Identification of <b>skill</b> , if relevant			
4. <b>SOL</b> identified and included			
5. Objective/goal stated in measurable terms (this is one sentence)			
6. Objective/goal is re-written in one sentence to include a <b>career education concept</b> that is also measurable - Student - Conditions - Behavior - Criterion			
7. Materials are listed			
8. Opening statement or activity that is <b>interesting &amp; attention-getting</b> . What will you say & do?			
9. <b>Lesson Body</b> . These are the <b>steps in "direct &amp; initial instruction"</b> . This is the time that you spend teaching; you intend to evaluate each student to see if they have your stated objective(s) based on the relevant SOL(s). Often this is a task analysis. Use bullets, rather than extensive narrative to present your sequential steps. • Are these steps clearly evident and can you tell the difference between "activity (ies)" and the direct instruction? • Identify & reference the two (2) empirically-based intervention techniques that you will use in teaching this lesson to assist students with disabilities? • Is <b>guided</b> (described in text) or <b>extended</b> practice planned for? <b>Time estimate</b> for each section of the body?			
10. <b>Activity (ies)</b> - these are planned (goal & rationale w/beginning, middle, & closing tasks). They may lead up to lessons, be part of lessons, follow up lessons, or extend lessons. As you read the plan, can you clearly tell the difference? • What is the purpose of the activity (opening – to gain attention; to motivate; to extend learning or provide guided practice?) Is it well planned, are steps &/or process clear?			
11. <b>Adaptations &amp; modifications</b> for ED, LD & MR students are included.			
12. <b>Closing</b> for the lesson (activities have closings, too).			
13. <b>Student evaluation</b> . This should relate directly to your measurable objective? Does it? How do you know the student "got it"? What instructional decisions will you be able to make based on this information?			
14. <b>Teacher evaluation</b> . How do you know you got the lesson across? That your lesson was interesting?			
15. <b>Follow-up activities</b> were planned -to review (described in text) -to extend learning (described in text) -to provide independent practice (described in text)			

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable \_\_\_\_\_ of 10 points



**Course Requirement #6C:Calendar Rubric for the Career Integrated Curriculum  
Unit  
8 points**

The calendar for the career integrated curriculum unit can be visually presented in a number of ways. It should cover a 9-week time period. Examples will be provided in class for review. Even though different members of the group may be responsible for different sections of the calendar, it should be compiled using one format (whatever it is that the group decides). In other words, it will not be presented using several different formats.

<b>Criteria</b>	<b>Self Rating</b>	<b>Small Group Rating</b>	<b>Professor Rating</b>	<b>Comments</b>
Calendar is uniformly formatted.				
9-weeks of instruction are included				
Career concepts are identified (at least once per week)				
Each person's model lesson plan (only one) is identified on the day it occurs on the calendar				

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable

\_\_\_\_\_ **of 8 points**

**Course Requirement #6D: Assessments and Analysis of Their Results Scoring  
Rubric  
10 points**

**Assignment:**

Using the goal or main objective for the nine-week unit,

- a. Develop at least a five-item test or quiz that assesses your *stated* objective for that unit. This serves as your “formal” assessment.
- b. Develop an “informal” method of assessment for some other aspect of your lesson plan or unit.
- c. Develop scoring procedures to use with both your formal and informal assessments, such as a rubric that you might also develop with and/or share with your students.
- d. Finally, indicate the **instructional decisions** that can be based on the results of your assessments. In other words, what action(s) or instructional decisions will you take after analyzing the results of each of the types of assessment?
- e. Be prepared to revise this activity, if necessary.

Resource: Chapter 5. Reference pages in text. Length: one or 1-3 pages

Criteria	4 Exemplary	3 Adequate	2 Marginal	1 Inadequate	0 Unacceptable
Develops an appropriate formal assessment based on lesson plan or unit and relevant SOL					
Designs scoring procedures for the formal assessment that can be easily understood by students, that are fair to students with diverse backgrounds					
Indicates exactly what instructional decisions will be based on the results of the formal assessment					
Develops an appropriate informal assessment based on lesson plan or unit and relevant SOL					
Designs scoring procedures for the informal assessment that can be easily understood by students, that are fair to students with diverse backgrounds					
Indicates exactly what instructional decisions will be based on the results of the informal assessment					

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable

**\_\_\_\_\_ of 10 points**

**Course Requirement #6: Career Integration Unit Checklist and Rubric  
(copy and submit with unit)**

**Group Member Names:**

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**Peer Group Member  
Names:** \_\_\_\_\_

	<b>Checklist Items</b>	<b>Small Group Rating</b>	<b>Peer Small Group Rating</b>	<b>Prof Rating</b>
<b>1</b>	<b>Grade level</b> for the unit			
<b>2</b>	<b>Content</b> of unit is indicated (math, English, science, etc)			
<b>3</b>	<b>SOLs</b> addressed in this unit are clearly identified & related to the academic content			
<b>4</b>	<b>Unit objectives</b> are listed based on the SOLs (above) and are measurable (include all 4 components of a measurable objective)			
<b>5</b>	At least <b>one career development objective</b> is written, based on the objective, above, and is measurable (contains 4 components).			
<b>6</b>	<b>Integration overview</b> describes how & when career education will be integrated (weekly, bi-weekly, etc.).			
<b>7</b>	<b>Nine-week Unit Calendar</b> <ul style="list-style-type: none"> <li>• Is “seamlessly” formatted and included with curriculum unit.</li> <li>• Identifies key topics, activities, relationship to SOLs &amp; indicates when career education (and technology) will be integrated.</li> <li>• Lesson plan for each member of the small group is <b>clearly</b> indicated on this unit calendar.</li> </ul>			
<b>8</b>	General <b>adaptations &amp; modifications</b> are clearly identified and described for ED, LD, MR situations			
<b>9</b>	<b>Formal</b> (a unit test) and <b>informal assessments</b> for the unit are described; one example of each is included along with a discussion of the results of each will be used in making instructional decisions that should be sensitive to diverse populations.			
<b>10</b>	A model lesson plan (previously graded & based on the lesson plan checklist) is included from each of the small group participants.			

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate or Missing 0 = Unacceptable

## Course Requirement #6: Career Integration Unit Scoring Rubric

### Rating 4: Fully Identified & Clearly Described (Professionally Competent)

- Follows and describes all ten items required in the **unit checklist**.
- Develops a **unit calendar** that is sequential, complete, and reflects a comprehensive unit. Career education and technology are integrated.
- Includes one model lesson plan from each student and includes *all* items in the lesson **plan checklist**.
- Describes appropriate adaptations for each of the disabilities (ED/LD/MR).
- Analyzes how the results of each of the formal and informal (one of each) methods of assessment (based on the stated objectives for the SOLs) will be used in instructional decision-making.
- Presents a well-organized instructional unit that reflects knowledge of text, readings, lectures, and class discussions, with few errors in writing or printing.

### Rating 3: Identified or Described (Competent)

- Follows and describes all ten items required in the **unit checklist**.
- Develops a **unit calendar** that is sequential but *lacks one or two details or does not reflect* a comprehensive unit. Career education and technology are integrated.
- Includes one model lesson plan from each student *one or more of the items* in the lesson **plan checklist may be missing**.
- Describes only *several* appropriate adaptations for each of the disabilities (ED/LD/MR) or they are incomplete.
- Analyzes how the results of each of the formal and informal (one of each) methods of assessment will be used in instructional decision-making, but the *assessments do not measure the stated objectives for the SOL(s)*.
- Presents a well-organized instructional unit that reflects knowledge of text, readings, lectures, and class discussions, with few errors in writing or printing.

### Rating 2: Minimally Identified or Described (Minimally Competent)

- Follows and describes all ten items required in the **unit checklist**.
- Develops a **unit calendar** that *lacks three or more details or does not reflect* a comprehensive unit. Career education and technology are not clearly or significantly integrated.
- Includes one model lesson plan from each student that is identified in the unit calendar but is *missing one or more of the items* in the **lesson plan checklist**.
- Describes only *several* appropriate adaptations for each of the disabilities (ED/LD/MR) or they are incomplete.
- Analyzes how the results of each of the formal and informal (one of each) methods of assessment will be used in instructional decision-making, but the *assessments do not measure the stated objectives for the SOL(s)*.
- Presents an instructional unit that is organized, but *reflects some knowledge* of text, readings, lectures, and class discussions and/or contains *many errors* in writing or printing.

### Rating 1: Unsatisfactory

- Follows and describes few of the ten items required in the **unit checklist**.
- Develops a **unit calendar** that *lacks details or does not reflect* a comprehensive unit. Career education and technology are minimally or not integrated.
- Includes one model lesson plan from each student but *its place in the calendar is not clearly identified* and/or it is *missing four or more of the items* in the **lesson plan checklist**.
- Describes only *one or no* appropriate adaptations for each of the disabilities (ED/LD/MR).
- Analyzes *nothing* about how the results of each of the formal and informal (one of each) methods of assessment will be used in instructional decision-making, and/or the *assessments do not measure the stated objectives for the SOL(s)*.
- Presents an instructional unit that is *ineffectively* organized; and/or *reflects little or no knowledge* of text, readings, lectures, and class discussions; and/or contains *many errors* in writing or printing.

**Course Requirement #6: Presentation of Career Integration Unit Scoring Rubric  
(To be completed by class and professor)  
10 points**

Plan a small group presentation about your 9-week unit. It can focus on the “best” lesson plan, perhaps featuring an interesting introduction to the unit or other aspects of the unit. Power Point, video clip(s), hands-on activity are all ways in which the class can be engaged in the presentation. Depending on the decision of the class, plan to distribute a lesson plan to everyone via Blackboard, email, or handout.

Criteria	4 Exemplary	3 Adequate	2 Marginal	1 Inadequate
Keeps within <b>time limits</b> (to be determined)				
Reflects poise, clarity, knowledge & interest in content being presented				
Reflects a <b>high level of preparation</b> and is well organized & logical				
Makes effective use of poster board and/or overheads, handouts, demonstration				
Describes very clearly the topics being considered				
<b>Engages the audience</b> effectively				
Provides information of interest and value to the audience				
Answers questions effectively				

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable

\_\_\_\_\_ of 10 points.

**Course Requirement #7: Class Participation (Attendance, Reflections, etc.)**  
**10 Points**

- Attendance and professionally relevant, active participation is expected.
- **Please bring your text and other materials to each session.**
- Students are expected to complete assigned readings and be prepared to reflect their knowledge in class discussions, weekly strategies sessions, and learning activities.
- Be able to answer the study questions at the beginning of each chapter in the text. Students should demonstrate accountability both individually and in their work in small groups.
- 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. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can only be experienced in the class sessions.
- **Session reflections** are submitted at the end of selected class sessions. On a sheet of paper, indicate your name and the date for each class session. Did you learn anything as a result of this session? Are you confused? Do you have questions? Was the session engaging? Answers to these questions and other comments assist me in planning and getting to know each class member. I will respond and return the reflection to you each week. Use the same paper and resubmit it at the end of the next session so that we can maintain an on-going dialogue.

**Course Requirement #8: Quizzes**  
**5 Points**

These will be announced at least one class session prior to the actual quiz.

**Course Requirements and Location of Descriptions, Relevant Forms and Rubrics**

<b>Due Date</b>	<b>Course Requirements</b>	<b>Small Group</b>	<b>Individual Assignment</b>	<b>Page # of Assignment Description</b>	<b>Page # of Rubric</b>	<b># Pts</b>
1/18	#1 Brochure Due (2 copies)		X	8	8	5
2/1	#4 Measurable Objectives Based on SOLs		X	11	11	5
2/1	#6A Introduction to Curriculum Unit		X	14	14	2
2/15	#2 Research or Application Project		X	9	9	10
2/22	#6B Model Lesson Plan		X	15	16	10
2/22	#6C Unit Calendar	X		17	17	8
3/1	#6D Assessment examples (1 formal and 1 informal)	X		18	18	10
3/1	#5 Individualized Transition Plans and Presentations	X		12		10
3/8	#6 Nine week curriculum unit	X		13	19	
3/15	#6 Nine week curriculum unit presentations	X		21	21	10
Weekly	#7 Participation		X	22		10
TBD	#8 Quizzes		X	22		5
See Course Agenda	#3 Chapter presentations	X		10	10	5

***Suggested Supplemental Texts:***

Marzano, R.J., Pickering, D.J., Pollock, J.E. (2001) *Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

McLaughlin, M.J. (2000) *Accessing the General Curriculum, Including Students with Disabilities in Standards-Based Reform*. Thousand Oaks, CA: Corwin Press, Inc.

Schloss, P.J., Smith, M.A., & Schloss, C.N. (2001). *Instructional Methods for Secondary Students with Learning and Behavior Problems*. Boston: Allyn and Bacon.

Silver, H.F., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn, Integrating Learning Styles & Multiple Intelligences*.

***Other Related Texts:***

Arhar, J. M., Holly, M.L. & Kasten. (2001) *Action research for Teachers, Traveling the Yellow Brick Road*. Columbus, OH: Merrill Prentice Hall.

Bigge, J.L. & Stump, C.S. (1999) *Curriculum, Assessment, & Instruction for Students with Disabilities*. Wordsworth Publishing Co.

Brown, J.L. & Moffett, C.A. (1999) *The Hero's Journey, How Educators Can Transform Schools & Improve Learning*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Campbell, L. & Campbell, B. (1999) *Multiple Intelligences and Student Achievement: Success Stories from Six Schools*. Alexandria, VA: ASCD.

Carnine, D.W., Silbert, J., Kameenui, E.J. (1997) (3rd Edition or later). *Direct Instruction Reading*. Columbus, OH: Merrill Prentice Hall.

Carr, J.F. & Harris, D.E. (2001). *Succeeding with Standards. Linking Curriculum, Assessment, & Action Planning*. Alexandria, VA: ASCD.

Eby, J.W. (1998) (2nd Ed or later). *Reflective Planning, Teaching, and Evaluation K-12*. Columbus, OH: Merrill Prentice Hall.

Froyen, L.A. & Iverson, A.M. (1999) (3Ed). *Schoolwide & Classroom Management, The Reflective Educator-Leader*. Columbus, OH: Merrill Prentice Hall.

Given, B.K. (2000) *Learning Styles, A Guide for Teachers and Parents (Revised)*. Oceanside, CA: Learning Forum Publications.



Howell, K.W. & Nolet, V. (2000). *Curriculum-Based Evaluation, Teaching & Decision Making*. U.S.: Wadsworth, Thomas Learning.

Kessler, R. (2000). *The Soul of Education, Helping Students Find Connection, Compassion, and Character at School*. Alexandria, VA: ASCD.

Marzano, R.J. (2000). *Transforming Classroom Grading*. Alexandria VA: ASCD.  
Tomlinson, C.A. (1999). *The Differentiated Classroom, Responding to the Needs of All Learners*. Alexandria, VA: ASCD.

Wolfe, Patricia. (2001). *Brain Matters, Translating Research into Classroom Practice*.  
Alexandria, VA: ASCD.

***Companion & Relevant Websites:***

APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>

National Center on Secondary Education and Transition:  
[ncset@icimail.education.umn.edu](mailto:ncset@icimail.education.umn.edu)

GMU electronic reserve web site: <http://ers200.gmu.edu/>

Info on policy issues, legislation & best practices: [ideapractices@ideapractices.org](mailto:ideapractices@ideapractices.org)

Training Resource Network Disability Update: [trninc@aug.com](mailto:trninc@aug.com)

Fairfax County Public Schools: [www.fcps.edu](http://www.fcps.edu)

Virginia Department of Education: <http://www.pen.k12.va.us/>

Federal Resources for Educational Excellence (FREE): [www.ed.gov/free](http://www.ed.gov/free)  
(includes information about all content areas, vocational education, NCLB, etc.)

“The Achiever”, the government’s weekly newsletter to inform parents, students and teachers about the implementation of No Child Left Behind (NCLB):  
[www.nclb.gov/Newsletter/index.html](http://www.nclb.gov/Newsletter/index.html)

American Educator’s Online Newspaper: [www.edweek.org](http://www.edweek.org)

Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>

National Association For Middle School Principals (NASSP): [www.nassp.org](http://www.nassp.org)

Association for Supervision and Curriculum Development: [www.ascd.org](http://www.ascd.org)

Phi Delta Kappa: <http://www.pdkintl.org/>

Virginia SOL website to view: *Standards of Learning Instruction, Training, and Assessment Resources*

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

<http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html>

Instructor Magazine (from Scholastic):

<http://teacher.scholastic.com/products/instructor/index.htm>

Division on Career Development and Transition (DCDT) of the Council of Exceptional Children (CEC)

<http://www.dcdt.org>

Council of Exceptional Children (CEC). This is the professional organization for special educators (teachers, administrators, etc.)

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

IDEA Partnerships – complete copies of legislation, communities of practice & much, much more

<http://www.ideainfo.org>