



**George Mason University  
Graduate School of Education  
Program: Special Education**

**Spring 2010  
Fairfax Cohort**

**Course Title: EDSE 629: Secondary Curriculum and Strategies for Students with Disabilities who access the General Education Curriculum**

**Class Meetings:** Wednesdays  
January 13-March 10  
4:30-9:00 p.m.  
Fairfax High School  
A148

**Instructor:** Lori Howard, Ph.D.  
(703) 583-8207 (Please no calls after 8:30 p.m.)  
[lah9n@cms.mail.virginia.edu](mailto:lah9n@cms.mail.virginia.edu)

### **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. Prerequisites: Enrollment in teaching licensure or in a graduate degree program in education.

### **Evidenced-Based Practice (EBP)**

This course will incorporate the evidence-based practices (EBPs) relevant to Secondary Curriculum learning strategies, content area planning, and designing a secondary IEP. These EBPs are indicated with an asterisk (\*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active,

decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

### **Course Objectives**

The objectives of the course are the following:

- To familiarize participants with the learning characteristics of students with mild disabilities including mental retardation, learning disabilities, and emotional disabilities.
- To familiarize participants with the principles of effective instruction for including students with disabilities in general education classes, including the use and application of prioritizing objectives, adapting materials, instruction, the environment, and evaluation procedures.
- To familiarize participants with strategies for promoting inclusion with classroom peers as peer tutors, assistants, and cooperative learning.
- To familiarize participants with strategies for improving motivation.
- To familiarize participants with strategies for improving attention and memory skills.
- To familiarize participants with strategies for improving study and organizational skills.
- To familiarize participants with strategies for adapting evaluation procedures.
- To familiarize participants with strategies for teaching and adapting language and literacy.
- To familiarize participants with strategies for teaching and adapting math.
- To familiarize participants with strategies for teaching and adapting science and social studies.

### **Student Outcomes**

Upon completion of this course, students will be able to (SWBAT):

- Demonstrate knowledge of the federal and state laws that require and provide for services for students with disabilities.
- Demonstrate the ability to develop lesson plans and a nine-week unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
- Identify and develop adaptive strategies for successfully including and planning for students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- 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.
- Identify the role and responsibilities of the Individual Education Program (IEP) teams as they strive to incorporate transition requirements into the IEP and/or develop an Individual Transition Plan (ITP).

- Develop Individual Transition Plans (ITPs) for the implementation or modification of transition to work programs for students with disabilities.
- Develop and implement strategies in curriculum and strategies to correspond with the Virginia Standards of Learning.

### **Relationship of Courses 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, and Mental Retardation. 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, learning disabilities, and mild mental retardation.

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 that will be addressed in this class include some of the following:

#### Standard 4 - Instructional Strategies Skills:

- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.
- Use strategies to facilitate integration into various settings.

#### Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

**Nature of Course Delivery**

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.

3. Study and independent library research.
4. Applications with relevant hardware and software. This class is supported by a Blackboard site. Many resources and materials are available on this site.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of final unit plan
7. Written strategy, application and/or research papers using the American Psychological Association format. The major assignment in this course is a 9-week instructional unit.

**Required Texts:**

Lenz, B., K., & Deshler, D., D. (2003). *Teaching Content to All: Evidence-Based Practices in Middle and Secondary Schools*. Upper Saddle River, NJ: Pearson.

Conley, M., W. (2007). *Content Area Literacy: Learners in Context*. Upper Saddle River, NJ: Pearson

**Recommended (not required) Texts:**

Wiggins, G. & McTighe, J. (2005). *Understanding by Design (2<sup>nd</sup> Edition Expanded)*. Association for Supervision and Curriculum Development (ASCD). Alexandria: VA.

Wiggins, G. & McTighe, J. (2004). *Understanding by Design: Professional Development Workbook*. Association for Supervision and Curriculum Development (ASCD). Alexandria: VA.

**Required Articles:**

Students will have assigned research articles to read and review.  
These are available on the Blackboard site under the Articles button.

**NOTE:**

This syllabus may change according to class needs.  
If you need course adaptations or accommodations because of a disability (please note that you need to be registered with the ODS, please see below) 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.**

**More Details of the Course:**

- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor and there will be points deducted. *Late Thought Questions will not be accepted.* (To avoid late penalties, you may send the documents or TQ's to me electronically as email attachments. The time stamp must be before the start of the class. )
- No Incompletes will be allowed in this course.
- The APA (American Psychological Association) style of writing and citation is expected. Please note that APA issued the 6<sup>th</sup> edition of the style manual this summer and many of the websites have not been updated.
- We will use person-first language in our class discussions and written assignments (and

ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

- A note about workload-This is a compressed class (9 weeks). In-depth reading, study, and work on course requirements require outside class time. Generally, in graduate level courses, students are expected to allot approximately three hours for class study and preparation for *each credit hour weekly*. In addition, please plan to spend extra time on papers and assignments.
- Please, out of respect for your classmates, turn off your cell phone during class and make your calls during class breaks.
- General Information: Please use a stapler for all papers that are turned in. Please do not use report covers. All papers (including Thought Questions) should be word processed. At the Instructor’s discretion, failure to follow these instructions will result in a point deduction on assignments.
- Class Cancellation: Please note that since the course meets at Fairfax High School, we will follow the Fairfax County Public Schools (FCPS) closing schedule. This means that if FCPS cancels classes, extracurricular activities, or evening events our class will not meet. Should this occur, please check the course Blackboard site as I will post an announcement. I will also send out an all class email (this will go to your GMU account) through Blackboard. You are also welcome to email or telephone me at 703-583-8207 if you have questions.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> 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. Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean’s Office.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the

beginning of the semester. See <http://ods.gmu.edu/> or call 703-993-2474 to access the ODS.

- \*Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to a F nine weeks into the following semester.\*

No.	Assignments	Points
1	<u>Attendance and Participation</u> Class attendance and participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total. 5 points for attendance/participation. <u>Thought Questions</u> will be required for all reading assignments. There will be 1 question per chapter or article. Further details about Thought Questions (TQ's) will be provided in class. 5 points for Thought Questions.	7 x 10 (70 total)
2	<u>*Weekly Quizzes: Lesson Planning</u> Students will be asked to complete a lesson planner demonstrating the application of a specific strategy/method and content area in the plan. More details will be provided in class. The approved lesson plan organizer must be used. 20 points per lesson plan	4 x 20 (80 total)
4	<u>*Resource Portfolio</u> Develop a portfolio of resources that might be helpful in to high school special education teachers. This portfolio should contain contact information, a brief description of the program, and any relevant information materials (brochures, flyers). More details will be provided in class.	50
5	<u>*Poster Presentation</u> Prepare and present a poster presentation that provides an overview of your 9-week instructional unit. More details will be provided in class.	80
6	<u>*Instructional Unit</u> Develop a 9-week instructional unit. More details and a comprehensive assignment with rubric will be provided in class.	200
	Please Note: <i>Late Thought Questions will not be accepted.</i> Other late assignments will have a point deduction. Please plan ahead.	<b>480 Total</b>

*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.*

### Grading

Total Points Earned 600	Grade
441-480	A
427-440	A-
417-426	B+
384-416	B
336-383	C
335 and below	F

### Course Outline

<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
1	1/13	Introduction, syllabus, assignments, and Small Group Activity (SGA) KWL	
2	1/20	Adolescent Learners Legislation; career education Resource Portfolio Time	Reading Assignment: Lenz & Deschler Chaps 1 & 2 Conley Chap 1 & 2 (3 TQ* Your choice Must do chaps 2)
3	1/27	Assessment Issues Lesson Planning 9-Week Instructional Unit (Assess Plan)	Reading Assignment: Lenz & Deschler Chaps 3 & 4 Conley Chap 3 & 5 (3 TQ) Article: Rubrics (Please skim)
4	2/3	Secondary reading Secondary reading and literacy Writing strategies 9-Week Instructional Unit (WHERE) Resource Portfolio Time	Reading Assignment: Lenz & Deschler Chaps 6 & 7 Conley Chap 6 & 7(3 TQ) LP Due
5	2/10	Co-Teaching and Inclusion Cooperative Learning Math and Science Guest Speakers Ed Linz and Mary Jane Heater	Reading Assignment: Lenz & Deschler Chaps 8 & 9 Conley Chap 8 (3 TQ) Article: Howard & Potts skim Article: Linz & Heater article skim
6	2/17	Social Studies Study skills, Organizational skills Memory Test-taking skills Peer Review of Instructional Unit	Reading Assignment: Lenz & Deschler Chap 10 Conley Chap 9 & 10 (3 TQ) 1 <sup>st</sup> Draft of Unit due LP Due
7	2/24	9-Week Instructional Unit Self-reliance; self-advocacy SGA-Time for SOL's, rubrics and accommodations	Reading Assignment: Lenz & Deschler Chaps 11 Conley Chap 11 (2 TQ) LP Due
8	3/3	IEPs and Transition Plans Parental Concerns: Working with Parents In class IEP activity with case study 9-Week Instructional Unit (Peer Review)	Reading Assignment: McGahee article (1 TQ) Resource Portfolio Due
9	3/10	Poster Presentations	Last Class Instructional Unit Due



## Thought Questions

Purpose: The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of each class, students will be instructed to share their questions in a “pair/share” format. They will then be turned in for grading.

Instructions: After reading each week’s assigned reading, the students will compose 1 question per chapter or article. (In the reading that is more than 1 chapter, 2 TQ’s will be composed.) These questions relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include a sentence or two of the context/background leading up to the actual question. Overall, 1 questions (total) should not exceed 1 page.

Each Thought Question (TQ) assignment is worth 5 points.

Example:

Lenz & Deschler text Chapter 7

*This chapter is titled Developing a Unit Planning routine and I understand the need for assessment. I know that all students are being assessed via SOL’s, or VAAP but it seems so time consuming. The earlier chapters addressed the issues of educational reform, and standardized testing, but when I think about IEP’s and planning instruction, I often feel overwhelmed. What are some specific strategies I can use to incorporate ongoing assessment into my classroom routines?*

## Resource Portfolio

Purpose: The purpose of this assignment is to have students identify and collect relevant resources that may be useful in future teaching at the secondary level.

Instructions: Students will collect and organize information related to: disabilities, parent support groups, specific strategies (cooperative learning, mnemonics), and materials that will support specific content area instruction (math, science, social studies). This portfolio should contain contact information, a brief description of the program, and any relevant materials (brochures, flyers). Useful websites may also be included. Students should also include resources that may be helpful to parents.

Due Date: Next to Last Class (3/3)

Notes: Students are encouraged to share information and class time will be provided to work on the portfolio. Please consider placing the information in a binder with appropriate headings/categories of materials. You may also include websites.

This portfolio is worth 50 points.

Content	30 Points
Disabilities Resources	
Parent Support/Advocacy Groups	
Instructional Strategies	
Content Areas	
Other Useful Information	
Organization	10 Points
Well organized categories	
Labels	
Overall Impression	10 Points
Neatness	
Comprehensive	

## Lesson Planning Assignments

Purpose: The purpose of this assignment is for students to apply concepts and strategies discussed in the course to creating lesson plans. Well-designed lesson plans are a foundation of good instruction and provide an opportunity for students to demonstrate how they will incorporate appropriate instructional strategies in future teaching.

Instructions: There will be a total of 4 lesson plans created and submitted for review. Each lesson plan will have specific criteria or subject matter that must be addressed. The following is a list of the lesson plans and what they should address:

- Lesson Plan 1-Reading/Writing/Language Arts Lesson  
Must include a writing activity and vocabulary activity  
Due Date: Please see course outline.
- Lesson Plan 2- Math  
Must include the use of manipulatives and appropriate curriculum modifications  
Due Date: Please see course outline.
- Lesson Pan 3-Social Studies  
Must include a cooperative learning activity  
Due Date: Please see course outline.
- Lesson Plan 4-Science  
Must include a graphic organizer and a mnemonic activity  
Due Date: Please see course outline.
- It is appropriate to include SOL warm ups, test taking, and/or organizational skills within any lesson plan.
- Please note that if you are currently teaching specific content (math, science, social studies) you may create all of your lesson plans for use with that content.

While each of the lesson plans has specific requirements, creativity is encouraged. You can also provide test taking or study skills within any of the lessons. You may also use cooperative learning activities in any of the lessons.

Important: You must use the approved lesson plan templates which are located on blackboard under the assignments button and folder labeled "Lesson Plan." Please note that there is a general lesson plan organizer, a cooperative learning organizer, and a generic lesson plan organizer for co-teaching. You are encouraged to use the co-teaching organizer as it provides prompts to consider when co-teaching; however, any of the approved organizers are acceptable.

Accommodations/Modifications: Each lesson plan has a section addressing special needs learners. You must consider what accommodations will be used for the specific lesson and address what curriculum modifications may be appropriate given the content/SOL of the lesson.

Evaluation: Each lesson plan is worth 20 points. Lesson plans are due at the beginning of the class period and points will be deducted for late lesson plans. The entire template must be completed. You may send me your lesson plan electronically as an attachment, but they must be received before the start of class to be considered on time.

Lesson Plans will be judged on the following:

- SOL stated and written out (instruction must address SOL)
- Class and Number of Students completed
- Rationale of Instruction stated. Please note any accommodations/modifications needed for special needs learners.
- Lesson Objectives (must be stated in SWBAT terms appropriately)
- Evaluation stated with rubrics attached. Must clearly state how you will know that the learners have learned what was being taught
- Accommodations/Modifications completed. Must be appropriate for special needs learners.
- Instructional Sequence stated and appropriate to objectives of lesson. Should engage the learners.
- Resources/Materials must be listed and may include technology.
- Reflections stated. Please consider any things you might want to know after you have taught the lesson. Since these lessons will likely not be taught, this is to make sure that you have thought about what you might want to change or list any concerns you have about the instruction.

Other Information: You will be required to access the VA Department of Education website to identify appropriate VA Standards of Learning (SOL). This website is listed on the blackboard site under the Resources button.

Lesson plans will be shared in class during small group discussions. Please make sure to attach any rubrics or worksheets to the plan when submitting it for grading.

## Poster Presentation Assignment

Purpose: The purpose of this assignment is for students to prepare and present a “poster” session. This is also an opportunity for students to practice their platform presentation skills.

Overview: The presentation provides an opportunity to share your 9-week Instructional Unit project with your classmates. It should demonstrate how you created your instructional unit and how the content area instruction was addressed. Creativity is encouraged in your presentation.

Schedule: Each presentation will have an assigned time. If you miss your presentation time, a make up will only be allowed if there is sufficient time.

Presentation: Note: All class members are expected to be good audience members (no talking during presentations, participating in presentation as appropriate, staying until everyone has finished their presentation, etc.) The instructor reserves the right to deduct points from the final presentation for failure to observe these guidelines.

### Directions:

1. Be prepared to present a no more than 10-minute oral summary of your instructional unit.
2. Prepare poster boards to use in your presentation
3. Be prepared to explain clearly what you did. You cannot use PowerPoint (PPT) however; you can create slides for use on your poster. You will not have access to the computer or projector.
4. Prepare a one-page summary for classmates.
5. Hand in 1 copy of your presentation materials.

This presentation is worth 80 points.

- Content 25 points
- Sequence of Presentation 5 points
- Speaking/Presentation Style( (Poise) 10 points
- Engagement of the Audience 10 points
- Visual Elements (posters, overheads) 10 points
- Quality of Handouts 5 points
- Overall Impression of Presentation 15 points

Points will be deducted for exceeding the time limit (5 points per minute)

### Scoring Criteria for Presentation:

**Exemplary response:** (75-80 points): Keeps within the time limits; Demonstrates knowledge of research topic and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of handouts, overheads, prepared materials; keeps the audience engaged

**Adequate presentation:** (65-74 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

**Marginal presentation** (55-64 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

**Inadequate presentation** (45-54 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

**Unacceptable:** (0-44 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
75-80	65-74	55-64	45-54	0-44

## 9-Week Instructional Unit Plan

**Purpose:** The purpose of this assignment is to design a curricular unit that demonstrates understanding and applicability of special education course concepts. This is a final, culminating experience designed to provide students the opportunity to integrate the concepts in their course of study into their teaching practice.

**Due Date:** The last night of class.

**Instructions:** You may choose any high school (secondary) content and grade level to address. You may choose to take a unit that you have previously taught. Or, you may choose to design an entirely new unit based upon your individual needs as a teacher. While each student will turn in their own unit, you may share resources and discuss ideas with other students in this class only.

**Resources:** In addition to your assigned course text, articles, and notes, you may find the backward design process to be helpful. You may also want to use the Virginia Department of Education website for complete details on the Standards of Learning (SOL). The following books are recommended:

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development (ASCD). Alexandria: VA.

Tomlinson, C.A. & McTighe, J., (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting content with kids*. Association for Supervision and Curriculum Development (ASCD). Alexandria: VA.

**Unit Design Templates:** These will be handed out in class and will be available in electronic form. You do not need to use these forms; however, your unit must include the required components.

**Notes:** We will spend some class time developing and discussing the required components of this plan.

- **Required Components:** This instructional unit must include the following:
  - **Assessment Plan**
    - State and/or National Standards (Virginia SOL's)
    - Goals and Objectives
    - Performance Criteria
    - Evaluation Methods (Sample rubrics should be included)
  - **Description of how you will structure the unit (WHERE)**
    - Experiences or activities for both general education and special education students that support instruction in a content area.
      - This should include writing activities (learning logs, essays, letters)
      - Clearly identify the rationale for the included activities
      - Link to IEP goals as appropriate.
      - Must include 6 lessons that incorporate study skills, organizational skills, or test taking skills.
      - Must include a self-advocacy lesson or activity
    - Goals/objectives of lesson (consider Bloom's taxonomy or 6-facets of understanding)
    - *1 direct instruction activity* for the entire unit. (Please see samples on Blackboard)
    - Cooperative Learning activities (at least 2 for the entire unit)
    - *2 Sample Lesson plans* (Please use the Lesson Plan Organizer template)  
*1 Sample Co-taught Lesson plan* (Please use the Co-taught Lesson Plan template)
    - Resource/Material List (Sample materials if applicable)
    - Address Co-Teaching and/or IA responsibilities
    - Experiences or activities to incorporate learning for both special education and general education students. *At least, one example for each of the following strategies:*
      - Mnemonics
      - Graphic Organizers
    - Notes pages to clarify any needed information
  - **Special Needs Learners (1-2 pages)**
    - List IEP goals related to the learning activities that you will incorporate into this unit. (This may also include transition plan goals/objectives.)
    - List/Describe any accommodations/modifications for students
    - List differentiation strategies as appropriate
    - List any assistive technology or how you will incorporate technology applications into the unit (PPT, websites, touch screen, Smartboard)
    - Note how you will document progress towards the IEP/Transition plan goals that you have incorporated.
  - **A Summary of the unit (5-6 pages)**
    - Overview of key concepts of unit and how you will teach unit
    - Summary of learning experiences.



**9-Week Instructional Unit  
Final Project  
Grading Rubric**

Name: \_\_\_\_\_

Total: \_\_\_\_\_ **200 Points**

**Introduction (5-6 pages) \_\_\_\_\_ 30**

Overview of key concepts and how unit will be taught  
Brief description of the theoretical foundations for the instruction  
Clearly identify the rationale for the content area instruction  
Description of how IEP/Transition plan goals will link to Unit Plan  
Appropriate citations from articles and textbook

**Special Needs Learners (1-2 pages) \_\_\_\_\_ 20**

List IEP/Transition plan goals related to unit  
List/Describe any accommodations/modifications for students  
List differentiation strategies  
Describes how progress towards IEP goals will be documented

**Calendar (1-2 pages) \_\_\_\_\_ 10**

Week by week description of key elements of unit  
Clearly identifies how each week's objectives fit into the unit

**Assessment Plan \_\_\_\_\_ 40**

State and/or National Standards (VA SOLs)  
Goals and Objectives  
Performance Criteria  
Evaluation Methods (Sample rubrics included)

**Unit Overview and (WHERE) \_\_\_\_\_ 40**

Goals/objectives of lesson  
(Bloom's taxonomy or 6-facets of understanding)  
2 Sample Lesson plans  
1 Sample Co-Taught Lesson plan  
Resource/Material List  
Co-Teaching/IA Responsibilities  
Notes page to clarify any needed information

**Learning Activities/Experiences** \_\_\_\_\_ **50**

The unit activities must include the following instructional components

- Includes a writing activity
- Includes a direct instruction lesson
- Includes 2 cooperative learning lessons
- Includes a self-advocacy activity
- Includes a mnemonic strategy
- Includes a graphic organizer
- Include a minimum of 6 study skills, test-taking skills, or organization skills lesson activities. (These can be integrated within the cooperative learning lessons-or co-taught lesson plans.)

Developmentally appropriate

Demonstrates understanding/applicability of key concepts from course

**Overall Impression of Unit** \_\_\_\_\_ **10**

How well is the unit structured?

Is it likely that the activities/experiences will engage the learners?

Does the sequence of activities make sense?

APA reference page and citations

Spelling and Grammar

Clarity of Writing

*Comments:*