

George Mason University
Graduate School of Education
Special Education Program

EDSE 597 Section 6H1: Elementary Curriculum and Content for Special Educators

When: Wednesday January 12- March 9
Time: 5:30-9:30 p.m.
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Office hours: Flexible; by appointment

Course Purpose and Intended Audience

This course is intended meet the mandates of Virginia Department of Education requirements for Highly Qualified Teachers and to introduce participants to curriculum area content and instructional procedures for facilitating inclusive instruction for students with disabilities. Participants will be familiarized with the general content of Reading, Language Arts, Social Studies, Science and Mathematics at the elementary level and effective instructional strategies for working with students with disabilities at the elementary level. Participants will be familiarized with effective methods for incorporating elementary curriculum instructional strategies, adapting curriculum materials, designing instructional procedures, and evaluation methods

Course Description

This course applies research on elementary curriculum content, instructional approaches, and advances in technology at the elementary level for the instruction of individuals with emotional disabilities, learning disabilities, and intellectual disabilities. Course content includes curriculum content and instructional strategies in reading, language arts, mathematics, science, social studies.

Prerequisites: none.

Course Objectives

The objectives of the course are the following:

To familiarize participants with the elementary curriculum content in reading, language arts, mathematics, social studies and science as well as the concepts of prioritizing objectives, adapting materials/instruction/the environment, and evaluation procedures.

To familiarize participants with the curriculum content of and strategies for teaching and adapting language and literacy.

To familiarize participants with the curriculum content of and strategies for teaching and adapting math.

To familiarize participants with the curriculum content of and strategies for teaching and adapting science and social studies.

Student Outcomes

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

- Demonstrate an understanding of elementary level curriculum content and the associated issues in research including technological advances
- Describe and implement elementary level research-based curriculum and strategies for teaching reading, language arts, math, science and social studies, for individuals with mild disabilities;
- Develop content knowledge and implement curriculum content instruction 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. 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 elementary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and intellectual disabilities.

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

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

Standard 4 - Instructional Strategies

Skills:

- 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.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- Effective management of teaching and learning.
- Design learning environments that encourage active participation in individual and group activities.
- Organize, develop, and sustain learning environments that support positive experiences.

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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Evidence Based Practices (EBPs)

This course will incorporate the evidence-based practices (EBPs) relevant to Elementary Curriculum learning strategies, constructing effective lessons, and designing instructional procedures. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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.

EXPECTATIONS

- Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments
- In-depth reading, study, and work on course requirements need outside class time. Students are expected to allot approximately two additional evening hours for class study and preparation and assignment completion
- Use APA guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>
- Please print out the appropriate grading rubric and submit it with the relevant assignment.

- The GMU Honor Code defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. (see <http://www.gmu.edu/facstaff/handbook/aD.html>).

Course Materials

Several readings and website reviews may be assigned throughout the course. Readings and activities will incorporate the use of best practices through websites such as the *IRIS Center (<http://iris.peabody.vanderbilt.edu/>) and * The Virginia Department of Education's Training/Technical Assistance Centers (T/TAC) For Persons Serving Children and Youth With Disabilities or T/TAC (http://www.ttaonline.org/staff/s_home.asp)

Companion websites:

<http://blackboard.gmu.edu> Log onto this site to obtain the syllabus, check class assignments and announcements. Your instructor will give you a user name, which will also be your password (typically the initial of your first name followed by your last name)

<http://ttaonline.org> We will be using information in Region 4 under the SOL Enhanced tab

*<http://www.pen.k12.va.us> We will be using information posted on the Virginia Department of Education website

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. *Videotapes and other relevant multimedia presentations.
3. *Study and independent research.
4. Applications with relevant hardware and software.
5. *Application activities, including in-class evaluation of intervention research and materials.
6. Class presentations.
7. Written Curriculum Unit (using the American Psychological Association format) in an elementary content area utilizing relevant research.

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.**

Criteria for Evaluation

Class attendance and **class participation** are demonstrated by contributions, and completing and participating in class activities (25 points).

Curriculum Unit See Rubrics (50 points)

Written Assignments See Rubrics (25 points)

Grading

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

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 papers on time, **points per day will be deducted from your grade for late papers.** 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.

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 situation in which learning can take place; however, the major responsibility must necessarily remain with you.

APA Format

Citation of article (use APA format) as in the following example
<http://humanities.byu.edu/linguistics/Henrichsen/APA/APA01.html>

<http://humanities.byu.edu/linguistics/Henrichsen/APA/APA01.html> –
<http://www.psywww.com/resource/apacrib.htm> ---links to APA format guidelines*

EXAMPLE:

Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction: Summarization and self-monitoring training for students with learning disabilities. *Exceptional Children, 58*, 270-279

ASSIGNMENTS

Curriculum Integration Unit. This is the major course activity that requires you to develop the components of a 9-week unit based on the SOLs for a specific grade and subject at the elementary level.

Description of Assignment:

The curriculum integration unit should cover a 9-week period that uses the appropriate Elementary grade level Standards of Learning (SOLs) to teach a content area (math, science, social studies, reading or language arts of your choice) at an identified elementary level. Make this something you or another elementary 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 critical thinking activities at least half of the time. 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.**

Step 1. Standards of Learning.

- Obtain a curriculum (often referred to as a program of study) from general education at the elementary 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.

- Identify the Standards of Learning (SOLs) upon which the unit is based. List 3 - 7 general education objectives for the unit. These are to be based on the Standards of Learning (SOLs) that you identified. Please indicate which ones and for which grade level and subject that you select.

Step 2. Integration of Curriculum Content within an Academic Unit.

- *Using the elementary general education curriculum (or program of study) and the standards of learning (SOLs), develop a 9-week unit so that it integrates curriculum content activities. In this step, explicitly tell how the content areas are integrated.
- *Identify the critical thinking skills to be taught/included.

Step 3. Materials/resources for planning and implementation.

- Develop a 9-week unit *calendar* that identifies each day’s topic(s) and activities.
- Include three “model” lesson plans that include all of the components in the lesson plan checklist/rubric.
- Be sure to indicate WHERE each week’s lesson (day, etc.) fits into your unit’s calendar of events and indicate this clearly on each lesson plan.
- Individuals will also distribute copies of their calendar of events and lesson plans to the total class.

Step 3: Lesson Plan Checklist & Scoring Rubric

Item	4	3	2	1	0
1. Identification of grade level					
2. Identification of elementary curriculum area/subject					
3. Identification of skill					
4. SOL indicated					
5. Objective/goal stated in measurable terms					
6. Objective/goal is -written to include an elementary concept that is also measurable - Student - Conditions - Behavior - Criterion					
7. Materials are listed					
8. Opening statement or activity that is interesting & attention-getting . What will you say & do?					
9. Lesson Body . These are the steps in "direct & initial instruction". 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? • Is guided (described in text) or extended practice planned for?					

<ul style="list-style-type: none"> • Time estimate for each section of the body? 					
<p>10. Activity (ies) - 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?</p> <ul style="list-style-type: none"> • What is the purpose of the activity (opening – to gain attention; to motivate; to extend learning or provide guided practice?) • It is well planned, are steps &/or process clear? 					
11. Closing for the lesson (activities have closings, too).					
12. Student evaluation. 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?					
13. Teacher evaluation. How do you know you got the lesson across? <ul style="list-style-type: none"> • That your lesson was interesting 					
14. Follow-up activities were planned <ul style="list-style-type: none"> -to review (described in text) -to extend learning (described in text) -to provide independent practice (described in text) 					

Step 4. Adaptations & Accommodations.

- For this unit, 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, intellectual disabilities (as a special educator you may be responsible for the instruction of some students with ID), and emotional disabilities.
- Each lesson plan should include a table or bulleted outline (at the end) illustrating how disabilities will be addressed and accommodated. Case studies may be made available or you can develop your own to demonstrate adaptations.

Step 4: Adaptations and Accommodations Rubric

Criteria	4 Exemplary	3 Good	2 Acceptable	1 Inadequate
SOL is identified that has been selected from an elementary curriculum upon which the 3 following measurable statements will be based				
Grade level is indicated				
Measurable statement includes all 4 components				
Three measurable statements are included				

Exemplary Paper (4): Meets all of the criteria above. Subject, grade level, relevant SOLs are clearly identified. All four components of a measurable objective are included in each statement. Curriculum content area 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.

Unacceptable or No Paper (0): Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a project of no value that was not approved for this assignment.

Step 5: Assessment Plan for the Unit.

Using the goal or main objective for your lesson plan above or from your nine-week unit,

- a. Develop a tool that assesses your *stated* objective for your lesson plan for the class. This serves as your summative assessment. Then,
- b. Develop a formative method of assessment for some other aspect of your lesson plan or unit.
- c. Develop scoring procedures to use with both your summative and formative 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. Identify the pages in the text that discuss instructional decisions made as a result of assessments (to demonstrate your knowledge of the text) and relate them to your own assessments.
- f. Have another class participant review that you have included both types of assessments, as well as some discussion as to what instructional decisions you will make as a result.

Step 5: Assessments & Analysis of Results Scoring Rubric

Criteria	4 Exemplary- achieves all criteria	3 Adequate	2 Marginal	1 Inadequate	0 Unacceptable
Develops an appropriate summative assessment based on lesson plan or unit and relevant SOL					
Designs scoring procedures for the summative assessment that can be easily understood by students					
Indicates exactly what instructional decisions will be based on the results of the summative assessment					
Develops an appropriate formative assessment based on lesson plan or unit and relevant SOL					

Curriculum Unit Checklist & Rubric

	Checklist Items	4 Fully Identified & Clearly Described	3 Identified or Described	2 Minimally Identified or Described	1 Unsatisfactory, Inappropriate or Missing
1	Introduction to grade, skills, content is provided.				
2	The learning objective is clearly stated and the content of unit is indicated (math, reading, language arts, social studies, science, etc)				
3	SOLs addressed in this unit are clearly identified & related to the academic content				
4	Unit objectives are based on the SOLs (above) and are measurable (include all 4 components of a measurable objective)				
5	Lesson plan objective is written based on the objective, above, and is measurable. Reflects critical thinking, Bloom's taxonomy and the VA SOL's.				
6	Critical thinking skills (taught or expected) are identified				
7	Nine-week Unit Calendar Identifies key topics or activities, relationship to SOLs				
8	General adaptations & modifications are included for the unit and are clearly identified and described				
9	Summative and formative assessments 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.				
10	Three model lesson plans (based on the lesson plan checklist) are included				

Curriculum Unit (50%) Scoring Rubric

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

- Follows and describes all items required in the **unit checklist**.
- Develops a **unit calendar** that is sequential, complete, and reflects a comprehensive unit. Includes three model lesson plans and includes *all* items in the lesson **plan checklist**.
- Describes appropriate adaptations for students with 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, readings, lectures, and class discussions, with few errors in writing or printing.

Rating 3: Identified or Described (Competent)

- Follows and describes all 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.
- Includes three model lesson plans from each week but *one or more of the items* in the lesson **plan checklist may be missing**.
- Describes only *several* appropriate adaptations (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, readings, lectures, and class discussions, with few errors in writing or printing.

Rating 2: Minimally Identified or Described (Minimally Competent)

- Follows and describes some of the items required in the **unit checklist**.
- Develops a **unit calendar** that *lacks three or more details or does not reflect* a comprehensive unit.
- Includes three model lesson plans from each week 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 (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 readings, lectures, and class discussions and/or contains *many errors* in writing or printing.

Rating 1: Unsatisfactory

- Follows and describes few items required in the **unit checklist**.
- Develops a **unit calendar** that *lacks details or does not reflect* a comprehensive unit.
- Includes three model lesson plans from each week 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 (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 readings, lectures, and class discussions; and/or contains *many errors* in writing or printing.

WRITTEN ACTIVITIES:

Activity 1: Journal Entries: (5 points)

Description of Assignment:

These entries will respond to readings/assignments given in class. They are generally 2-3 pages in length and demonstrate thoughtful consideration of the material assigned and practice/observation of the concepts outside of class.

Activity 2: Group instructional resource activity. (5 points)

Description of the Assignment:

Each student will participate in a group that is focuses on the integration of critical thinking skills across content areas. The projects will be shared across groups in the last session. The requirements are as follows:

- Choose an area of critical thinking from our reading to incorporate into a curriculum area. Identify the critical thinking skill(s) and develop a series of lessons (beginning with the end in mind) that allow for explicit instruction of the skill, demonstration/modeling, guided practice, independent practice, and use of this skill within a content strand. A rubric for content and presentation are included.

Activity 3: Measurable Goal/Objectives Statements. (5 points)

Description of Assignment:

- a. Select an SOL from any **elementary-level curriculum** upon which you can base a regular education objective. This should be based upon the subject and topic for your curriculum unit. You may want this to be the basis for your particular lesson plan. Use to write a measurable goal/objective that contains the 4 components reviewed during class lecture (**student, desired behavior, conditions, and criteria**). These will be reviewed in class prior to this assignment.
- b. Write three different measurable statements for each goal/objective. Use the same SOL as the basis for each statement.
- c. Have one other class participant review & verify that you have included all **four** necessary components (4) for a measurable statement.
- d. Have a classmate review your statements to ensure that you have included all necessary components.
- e. Be prepared to revise this activity, if necessary.

Activity 4: Online responses/activities (10 points)

You will find a variety of activities for completion through a myriad of electronic resources. The IRIS center is one provided. From their site you may learn more about this project, funded by the United States Department of Education. In addition, we will use PD360 a resource available to all LCPS classroom staff for professional development both for group and individual use. There are six assigned activities each worth two points. You may choose to drop a “low” grade and replace it, or to use the additional two points as “extra

Tentative Class Schedule

Class Date	Topics	Assigned Readings	Assignment Due by next class
1; Jan. 12	Class overview, syllabus, Paperwork, Companion websites	http://iris.peabody.vanderbilt.edu : Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities	Work with group members to identify critical thinking skills and content area to address for group activity.
2; 19 Jan	Planning and preparing for instruction	PD360: Legacy: Instructional Strategies: Instructional Edition	Journal entry #1
3; Jan 26	Instructional strategies	PD360: Planning Targets of Learning Unit 1	Journal entry #2; Measurable Goal/Objectives assignment
4; Feb. 2	Online class http://iris.peabody.vanderbilt.edu Choose one module from the content instruction topic list to complete.	PD 360: Planning Targets of Learning Unit 2	Journal entry #3; Nine Week calendar
5; Feb 9	Online class http://iris.peabody.vanderbilt.edu : Providing Instructional Supports: Facilitating Mastery of New Skills	Articles assigned	Journal entry #4; IRIS module questions; Curriculum Unit elements 1-4 due.
6; Feb 16	Online class http://iris.peabody.vanderbilt.edu : Using Learning Strategies: Instruction to Enhance Student Learning	Articles assigned	Journal entry #4; IRIS module questions
7; Feb 23	Content discussion- Math/Science	Articles assigned	Journal entry #5; Lesson Plan
8; March 2	Content discussion- English/Reading	Articles assigned	Journal entry #6; Adaptations/Accommodations
9; March 9	Content discussion- Social Science	Articles assigned	Journal entry #7; Assessment Plan
10; March 16	Final synthesis or course materials; Content review; final project sharing;		Curriculum unit assignment due

