



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2016

EDSE 629 694: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum

CRN: 18471, 3 - Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 01/14/16 - 03/10/16
Phone: 703-993-6555	Meeting Day(s): Thursday
E-Mail: jduke4@gmu.edu	Meeting Time(s): 5:00 pm-9:30 pm
Office Hours: Before/after class and by appointment	Meeting Location: Off-campus/Other County Location

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content Area planning, designing a secondary IEP . 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.

Learner Outcomes

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

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
- Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
- Identify and infuse into the curriculum differentiation strategies for successfully including students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum/
- Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
- Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Required Textbooks

Archer, A.L., & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching*. NY: Guilford Press.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

Additional Readings

TBD

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Learning environments; Standard 4: Assessment; Standard 5: Instructional planning and strategies.

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. 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.

d. 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/>].

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected.

If you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible

for the material covered including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Two or more absences will result in the final grade dropping by 10 points.**

***NOTE:** Please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

Participation

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Each week you will have the opportunity to earn participation points based on your active participation throughout the class sessions as well as in-class activities that you will complete either individually or in a small group. You will be able to earn up to 2 points per class session (with the exception of the first and last nights*). If you attend and actively participate in all class sessions, you will earn two bonus points during the semester.

Participation considers the student's professional dispositions and level of engagement in class activities and includes but is not limited to:

- ~Arriving on time to class and staying for the duration
- ~Preparing in advance for the class by completing all assigned readings and tasks
- ~Contributing thoughtfully and fully to class activities and discussions without dominating the discourse
- ~Listening respectfully to the ideas of others
- ~Being a productive and cooperative participant in group work
- ~Being fully engaged throughout the class session (without any digital distractions or other off-task behaviors)

Late Work.

All assignments must be submitted on or before the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. NO POINTS will be awarded towards any assignments which are submitted 7 or more days past the due date.**

Other Considerations:

Communication.

The most efficient way to contact me is through email. I check email daily Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Written Language.

Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org> .

Oral Language.

Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf> .

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Secondary Curriculum Unit Plan* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points

C	70-79 points
F	69% and below

Assignments

Performance-based Assessment (TK20 submission required).

Assessment 1: Secondary Curriculum Unit Plan (40 points)

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit. You are required to write two comprehensive lesson plans that address state standards and include students with disabilities. You are also required to adapt a lesson plan to be delivered in a co-taught classroom that addresses similar state standards. You will write two assessments that provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit for either classroom. Your focus should be on the integration of evidence-based practices that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate state standards.

GROUP OPTION: You will have the option of running this assessment in small groups. Groups should consist of four or fewer people. The groups will work together and submit one complete unit with each group member's name on it. The group will work together to adapt 1 lesson plan and then each individual in the group is responsible for contributing 1 original lesson plan, with their name on it. For a group of four people, this would mean that the unit would include a total of five lesson plans instead of the required three (one adapted lesson plan done jointly and four individually written lesson plans). The group must ensure that all lesson plans work together and flow within the sequence of concepts of the unit.

Blackboard: On the course BB site, there is a folder labeled, "Content Area Instructional Unit." This folder contains the assignment, rubric, unit mapping organizer, lesson plan templates, and other useful materials. Please make sure to download these materials to your laptop so that you can access/use them during class time.

Class Time: This is a large assignment and we will spend some time during each class session working in groups on the components. Please plan to bring your laptops and materials to class. Please plan to ask questions and do not leave this assignment until the last minute!

Required Components: Each paper should be written in a professional manner with complete sentences and be free of grammatical and spelling errors. All components should fit together logically and coherently.

Each unit must contain the following components:

Part I: Introduction

Your paper should begin with a 2-3 page overview of the key components of your unit is provided which includes:

1. A narrative of the unit's key concepts (description of the chosen SOLs) is given and connected to the course's overall academic content.
2. Description of how you will differentiate your instruction for learners with a variety of needs.
3. Description of how learners' special needs will be addressed.
4. Accurate Spelling/Grammar/APA style.

Part II: Curriculum Analysis

Choose a state or Common Core standard (or component of a standard) from a specific content area in any grade level 6-12. In narrative form, identify the standard and provide an analysis of the essential concepts, critical vocabulary, and necessary skills (what does a student need to be able to do to acquire, organize, recall, and express the mastery of the standard material) required to meet the standard. This analysis will guide your unit and lesson planning.

Part III: Development of Unit Planning Visual Organizer

Using your analysis of the standard, identify concepts, vocabulary, and skills that fit together and can be taught in a cohesive unit. With these, create a Unit Planning Visual Organizer (document given to you by instructor) that:

1. Makes explicit connections between prior knowledge and future knowledge (sections 1-4),
2. Identifies linkages between the essential concepts of the unit (section 5 and page 2),
3. Demonstrates your ability to prioritize key concepts from the unit (section 5 and page 2),
4. Provides a schedule of when and in what order the essential concepts will be taught (section 8),
5. Determines the types of relationships that will be used to link concepts within the unit (section 6; cause/effect, compare/contrast, characteristics, etc.), and
6. Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts (section 7).

Part IV: Adaptation of a Lesson Plan

Using a lesson plan provided by the Virginia Department of Education website for your chosen standard:

1. Identify the essential concepts, vocabulary, and skills included in the lesson.
2. Describe areas of difficulty within the lesson for students with disabilities, providing support for your assertions.
3. Rewrite the lesson using evidence-based practices described in your text or in class to address the difficulties identified in Item 2. Whenever possible, please highlight modifications and explain them as necessary.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.

*Submit the original lesson plan as well as your adapted lesson plan with your completed unit.

Part V: Lesson Plan Development

1. Provide a brief description of a secondary classroom appropriate for your lessons, including number of students, number of professionals and paraprofessionals, and length of each class session.
2. Write TWO comprehensive lesson plans, focused on your selected state standard, that address either an essential concept(s) or critical vocabulary and include teaching a skill necessary to master the material. For example, you might teach students how to use keyword mnemonics to remember critical vocabulary or you might teach how to use POWER when writing an essay.
3. Both of these lesson plans must include *evidence-based teaching methods and strategies* from the course that:
 - a. A statement of the measurable objective(s)
 - b. Address the abilities and needs of the learners with mild to moderate exceptional learning needs,
 - c. Individualize instruction to meet these needs,
 - d. Emphasize the development, maintenance, and generalization of knowledge and skills across environments,
 - e. Are age and ability appropriate, and
 - f. Are linked to the lesson objective.
4. Include a copy of any materials necessary to teach the lesson (e.g., powerpoint slides, graphic organizers, checklists).

In a brief narrative accompanying the lesson plans, provide a rationale for:

1. Your choice of lesson objective,
2. How the teaching method and strategies you chose meet the needs of the students with disabilities and are evidence-based,
3. The use of assistive technology (as appropriate), and
4. How the lesson links to the next lesson/concept.

Part VI: Assessments

Create two different assessments for your unit; one formative and one summative. Provide a description of the assessment and sample items. **YOU DO NOT NEED TO WRITE THE ENTIRE ASSESSMENT; JUST PROVIDE SAMPLE QUESTIONS.** Identify where in the scope and sequence of your instruction each assessment occurs.

One assessment must be formative

1. Measurement is repeated more than once
2. Measurement assesses knowledge of objective
3. Measurement requires variety of formats (over time)

One assessment must be summative

- ~Measurement assesses unit questions (from Organizer)
- ~Measurement provides a variety of modes of response

In a narrative accompanying the assessments, describe how they:

- ~Require different types of responses,
- ~Evaluate the students' learning of the stated objectives and core content of the unit,
- ~Guide future instruction.

Scoring Rubric: Unit Plan

Unit Plan Element	Points Earned	Comments
Unit Introduction/Summary	/5	
Unit Planning Visual Organizer	/5	
Modified Lesson Plan	/5	
Original Comprehensive Lesson Plans* <i>*This portion of the unit will be graded individually, so that you are each responsible for your own lesson plan. Because of this, each group member could end up with a different grade earned on this assignment.</i>	/10	
Formative Assessment	/5	
Summative Assessment	/5	
Overall Presentation and Completeness	/5	
TOTAL POINTS EARNED:	/40	

Performance-based Common Assignments (No TK20 submission required).

Other Assignments.

Assessment 2: Secondary Issues Presentation (25 points)

This small group project will require you to identify and explore issues and topics of interest related to secondary students in general and students with disabilities in particular. Your topic (dropping out, substance abuse, need for self-advocacy, depression, gang membership, bullying, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature. Students should use data-based sources to create the presentation, and include the components detailed in the rubric below.

Each presentation should be approximately 30 minutes, although the exact time will be determined once we have completed the signup process.

Each presentation should include:

Introduction: Topic must be relevant to secondary learners with disabilities. The introduction should provide the following: (a) comprehensive description of the issue, (b) prevalence rate in the general adolescent population, (c) prevalence rate in the adolescent disability population, and (d) rationale for concern.

Causes: Include a clear overview of the suspected causes of the issue.

Importance for Teachers: Presenters will state why the issue is of importance to teachers and how it can impact instruction and education. Presenters should describe warning signs, if applicable.

Treatments/Interventions: Include a clear description of what has been found to work to alleviate this issue or intervene.

Resources: Presenters will describe 3-5 resources that teachers can use to address the issue. Include the source location of each resource (i.e., article citation, website).

Research: Presentation information should be based on the content of a minimum of 3 peer-review journal articles published from 2000-present.

Quality of Presentation: Information presented is based on research and evidence-based practices. Handouts and PowerPoints are clear, easy to read, and professional looking. Presentation is timely, engaging and informative. Presenters reflect poise, clarity, knowledge and enthusiasm. All areas of the presentation are cohesive. Presenters keep the audience engaged and encourage class participation. Presenters provide significant evidence of shared responsibility, commitment, and level of effort. Each group members has a clear, important role for the presentation.

Secondary Issues Group Project Rubric

Criteria/Item	Points	Comments
Introduction	/3	
Causes	/5	
Importance for Teachers	/2	
Treatments/Interventions	/5	
Research	/3	

Resources	/3	
Quality of Presentation	/4	
TOTAL POINTS EARNED	/25	

Assessment 3: Instructional Strategy Video (17 points)

Each student will select a research-validated strategy and create a five to ten minute video that will be posted on Blackboard for all students to access and may be shown in class (time permitting).

Imagine that you are making a video to send to your school administrator suggesting the strategy as an intervention to be adopted by your school or employed in an IEP. In such a situation, one has little time and must make the case for their intervention in such a way that it is clear what it to be done, why that is a good idea, the outcome to be expected, and the resources (time, instruction, and materials)

Your video should include:

- a. The name of the strategy
- b. The purpose of the strategy
- c. Descriptions and demonstration of any special materials required of the strategy (you should show these materials)
- c. Demonstration of you using the strategy (this can be done with a student or an adult; make sure you have permission!)
- d. Explanation of when this strategy would be most effectively used (subject, grade level, topic, etc.)
- e. Explanation of how the strategy would be modified over time (Is it used in the same way each day or does it evolve based on student response?)
- f. Estimate of the intensity of instruction required to make the strategy effective

Support in posting your video to Blackboard can be found at

<http://coursessupport.gmu.edu/Students/index.cfm?audiencename=Students&categoryname=Kaltura&datname=Submitting%20Video%20to%20a%20Course>

Instructional Strategy Video Rubric:

Criteria/Item	Points	Comments
Introduction including name and purpose of strategy	/1	
Description and demonstration of special materials	/1	
Demonstration of you using the strategy	/5	
Estimate of the intensity of instruction required to make the strategy effective	/2	

Explanation of how the strategy would be modified over time	/2	
Explanation of when this strategy would be most effectively used (subject, grade level, topic, etc.)	/2	
Quality of Presentation (Video is easy to see and hear/understand)	/3	
TOTAL POINTS EARNED	/17	

Assessment 4: Regular Attendance, Classwork and Participation (18 points)

Each night you will receive two scores:

- (1) One possible point for the in-class activities that you will complete either individually or in a small group. At the end of the evening, you will submit these activities for grading.
- (2) One possible point for participation, including prompt arrival, exhibition of professional dispositions, active participation in group activities and discussion, and other factors listed above.

Be aware that you must be physically present to earn participation points. Points earned by your peers during your time of absence cannot be made up.

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in all class assignments,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectively, and
- f. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, points are deducted for **a lack of digital etiquette** during class sessions.

**All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.*

Summary of Course Requirements:

	Requirement	Individual Project	Small Group Project	Total Points	Due Date
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1.	Content Area Unit Plan	Choice of individual or group		40	3/3/16
2.	Secondary Issues Presentation		X	25	3/10/16
4.	Instructional Strategy Video	X		17	2/11/16
5.	Attendance, Claswork & Participation	X		18	Throughout
Total Available Points: 100					

Schedule

****Starting January 21st, please come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!****

Meeting	Date	Class Topic & Reading Assignments	Readings and Assignments Due for this Class
1	1/14/16	<p>Introductions</p> <p>Syllabus Review</p> <p>Nature of Adolescent Learners</p> <p>View Frontline video “Inside the Teenage Brain”” https://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/</p>	
2	1/21/16	<p>Lesson and Unit Planning for Secondary Classrooms</p> <p><i>In class activity: Content Unit Discussion: Select small group, SOL and VDOE Lesson Plan to work with.</i></p>	READ: Archer & Hughes Ch. 1 & 2
3	1/28/16	<p>Effective Instructional Models including Direct Instruction, Co-teaching and Peer Tutoring</p> <p>Effective Teacher Behaviors including Asking Questions and Providing Constructive Feedback</p> <p><i>In Class Activity: Unit Planning Visual Organizer Development</i></p>	<p><i>Please bring your laptop with the Unit Planning Visual organizer (leave it blank so that you can work with your group during class to complete the organizer)</i></p> <p>READ: ~Archer & Hughes Ch. 6 & 7</p> <p><i>~Don’t water down! Enhance! Content learning through the unit organizer routine by Boudah et al. (2000)</i></p>
4	2/4/16	<p>Supporting Vocabulary and Reading Comprehension</p> <p>Collaborative Strategic Reading</p> <p><i>In Class Activity: Development of Adapted Lesson Plan</i></p>	READ: Archer & Hughes Ch. 3
5	2/11/16	<p>Supporting Written Language</p> <p>Supporting Note Taking</p> <p><i>In Class Activity: Development of Original Lesson Plans</i></p>	<p>DUE: Instructional Strategy Video</p> <p>READ: <i>Self-regulated strategy development for students with writing difficulties</i> by Mason, Harris, & Graham (2011).</p>
6	2/18/16	Teaching Mathematics	READ: Archer & Hughes Ch. 4 & 8

		<p>IRIS Module: High-Quality Mathematics Instruction: What Teachers Should Know</p> <p><i>In Class Activity: Assessment Development</i></p>	
7	2/25/16	<p>Supporting Content Area Instruction</p> <p><i>In Class Activity: Putting It All Together</i></p>	<p>READ:</p> <p><i>~Science education and students with learning disabilities by Brigham, Scruggs and Mastriopieri (2011).</i></p> <p><i>~ Peer-mediated instruction in inclusive secondary social studies learning: Direct and indirect learning effects by Scruggs, Mastriopieri and Marshak (2011).</i></p>
8	3/3/16	<p>Supporting Memory and Organization</p> <p>Study Skills</p>	<p>DUE: Secondary Unit Plan</p> <p>READ: TBA</p>
9	3/10/16	<p>Secondary Issues Group Presentations</p> <p>Course Evaluations</p>	<p>DUE: Secondary Issues Group Presentations</p>