



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

Spring 2013

EDSE 629 676: Secondary Curriculum and Strategies for Students with  
Disabilities who Access the General Curriculum  
CRN: 20360, 3 - Credit(s)

<b>Instructor:</b> Dr. Paula Travers	<b>Meeting Dates:</b> 01/09/13 - 03/06/13
<b>Phone:</b> 301-633-5364	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> ptravers@gmu.edu	<b>Meeting Times:</b> 4:15PM-8:45PM
<b>Office Hours:</b>	<b>Meeting Location:</b> Off-campus/Other, OCL OCL

***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.

**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)993-3145 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**

Sabornie, E., & deBettencourt, L. (2009). *Teaching Students with Mild & High Incidence Disabilities at the Secondary Level* (3rd ed.) Pearson.

### **Recommended Textbooks**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Required Resources**

Access to a computer.

### **Additional Readings**

Articles and web-based readings as well as case studies for mini assignments will be made available to you throughout the course.

### **Course Relationship 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 are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning and Standard 8: Assessment.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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 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/>].

- 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.**

1. Attendance at all class meetings is expected for successful course completion. To monitor class attendance you are to complete the **Sign-In** sheet available at each session. During class **students are required to participate in class activities, which will contribute to the attendance/participation portion of the final grade. Points missed due to absences during class activities cannot be made up.** 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.
2. **Absences:** Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, 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 and assignments given and due. **Three or more unexcused absences will result in no credit for this course.**

### **Late Work.**

All assignments must be submitted in BLACKBOARD on or before the assigned due date. Due dates are set at the beginning of the class period on the day an assignment is due. **Work will not be graded beyond midnight of the due date of an assignment. Assignments that are also**

**due in Taskstream will NOT be graded unless the Taskstream submission is complete. Assignment due dates are clearly indicated on the syllabus and in Blackboard. Work submitted after the beginning of the class session that it is due is subject to point deductions.** Individual situations will be addressed with individual students outside of class.

### **Written and Oral Language:**

**APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.). You are required to use APA guidelines for all course assignments. Work submitted **which does not follow APA guidelines will be subject to point deductions**. This website links to APA format guidelines: <http://apastyle.apa.org>.

### **Academic Integrity**

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 the class will result in a zero on that assignment and adherence to all University guidelines for this instance.**

### **Workload**

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation time for each credit hour weekly in addition to time spent on papers and assignments.

### **Computers, Cell Phones, Blackberries, and Recording Devices:**

The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers) is prohibited during class. Please turn these devices off before the start of class. Texting and other non-class use of cell phones or similar devices is also prohibited during class sessions.

### **TaskStream Submission**

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at

<http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

## **Grading Scale**

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

## **A GENERAL NOTE ON ASSIGNMENT SUBMISSIONS**

UNLESS DESIGNATED ALL ASSIGNMENTS ARE TO BE SUBMITTED VIA BLACKBOARD IN THE FOLLOWING MANNER:

- 1) WRITTEN MATERIAL MUST BE PASTED INTO THE ASSIGNMENT WINDOW.
- 2) A FILE COPY OF THE ASSIGNMENT MUST ALSO BE UPLOADED; ACCEPTABLE FILE FORMATS ARE .doc, .docx, .pdf.

NOTE: EMAILED SUBMISSIONS OF ASSIGNMENTS WILL NOT BE GRADED

## **Assignments**

### **NCATE/TaskStream Assignments.**

**Instructional Unit.** Develop a Content Area instructional unit. More details and a comprehensive assignment with rubric will be provided in class. This is the NCATE assignment for the course. To receive a grade, it *must be* uploaded to TaskStream.

## **TASKSTREAM ASSIGNMENT GRADING**

**TASKSTREAM assignments require two (2) electronic submissions.**

- 1 - Blackboard
- 2 – Taskstream

Partial submissions made after the assignment due date will be subject to point deductions.

### **Common Assignments.**



## Course Assignments:

- 1. Class Attendance & Participation Activities** **DUE: 1/9-3/6**

Attendance via **sign-in sheet**  
and participation **9 @ 1 point each** 9  
**Perfect Attendance** 1 point 1  
Participation in class  
**Case Study Mini Assignments**  
**9 @ 10 points each** 90  
**TOTAL CLASSROOM PARTICIPATION** **100**
  
- 2. Lesson Planning for the Multi-Ability Classroom** **DUE: 1/30, 2/13, 2/20**

Three secondary lesson plans will be written adapted from plans found on the VA DOE website ( <http://www.doe.virginia.gov/>).

Plans will be written for a: 1) co-teaching model/cooperative learning activity in a content area inclusion classroom; 2) parallel teaching in a content area in an inclusion classroom; and 3) social skills lesson in a resource room.

Grade levels and content area subjects are of your choice. Classroom makeups are given in the assignment details.

**3 @ 20 points** **60**
  
- 3. Journal Article Reviews Paper and Presentation** **DUE: 2/27**

With a small group you will write a paper reviewing current research addressing specific issues/topics, challenges and/or barriers to effectively serving secondary students with disabilities in the instructional setting.

You will work with a group to choose, research and present your paper in class. Each group member will submit an individual reflection on the general paper and insights gained through individual research contribution.

**Group paper - 20 points; Individual Reflection- 20 points** **40**
  
- 4. Content Area Instructional Unit (TASKSTREAM) DUE: 3/6**

Develop a Content Area instructional unit that adapts content instruction for a special needs learners. This is the NCATE/TaskStream assignment for the course.



In order to receive a grade, the Unit *must be* uploaded to TaskStream on or before the assignment due date. **200**

**Total Class Points** **400**

**Other Assignments.**

According to instructor discretion, in the case of a class session cancellation, alternative or make-up assignments may be required. Details about these assignments will be communicated in via Blackboard and/or in class.

**Schedule**

Date (Session)	Topics	Readings Read by Date Listed	Assignments
January 9 (1)	Introduction to the course Syllabus review Library Resources Group Assignments Adolescent Learners Legislation; Curriculum, Instructional Strategies (1) Case Study Mini Assignment	Chapters 1 & 2	Content unit discussion <b>Research:</b> VDOE website for 1 <sup>st</sup> and SOL and Lesson Plan
January 16 (2)	Lesson planning Instructional Design  (2) Group case study – Mini Assignment Lesson planning SOL and Lesson Plan Review and Discussion  Content Area Instructional Unit Review Requirements In class activity – Group Discussion Content Area Unit	Chapter 3	Group project assignments/Identify Research Issue for Journal Project Continue to identify your target class and content area for the Instructional Content Area Unit <b>DUE TONIGHT: MINI ASSIGNMENT</b> <u>Printed SOL</u> <u>Printed Lesson plan</u> from VA DOE website.
January 23 (3)	Defining Learning Behaviors Utilizing Effective Teaching Techniques Concept Mapping- (3) Case Study – Mini Assignment –Concept Map Development Lesson Plan Draft Peer review	Chapter 4,	<b>DUE TONIGHT: DRAFT 1<sup>st</sup> LESSON PLAN</b>
January 30	Secondary reading	Chapters 5 & 6	

(4)	Vocabulary, Comprehension, Strategies Instructional Unit Writing strategies (4) Case Study – Mini Assignment <b>In class activity: LESSON PLAN</b>		Informal Unit Plan Updates <b>DUE TONIGHT:</b> <b>1st LESSON PLAN</b> <b>**Target Class Description</b>
February 6 (5)	IEPs and Transition Plans In class IEP activity with case study Parental Concerns: Working with Parents (5) Case Study – Mini Assignment IEP (6) Mini Assignment 45-min. Journal Article Group Work	Chapters 10 & 11	Continue working on Unit Plan Continue working on Journal Research
February 13 (6)	Memory and Mnemonics Instructional Strategies in the Inclusive Classroom Instructional Unit- Assessment/Lesson planning Grading (7) Case Study Mini Assignment – Developing Memory Games (8) Mini Assignment – 45-min. In Class Journal Article Group Work and Unit Plan Individual Work	Chapter 7	Continue working on Unit Plan and Research Article Review <b>DUE: 2nd LESSON PLAN</b>
February 20 (7)	Study & Organizational skills, Cornell Notes Science and Social Studies Instruction Graphic Organizers (GO) Social Skills	Chapters 8 & 9	Continue working on Unit Plan and Research Article Review <b>DUE: DRAFT One or more unit assessments for peer review</b>

	Social Autopsies (9) Case Study Social Skills Lesson Planning (10) Mini Assignment – 45 min. In Class Journal Article Unit Plan Work		<b>DUE: 3rd LESSON PLAN</b>
February 27 (8)	<b>Journal Article Reviews Presentations</b>		<b>COURSE EVALUATIONS Journal Article Group Presentations</b>
March 6 (9)	<b>Content Area Instructional Unit</b>		<b>Unit Presentations</b>

### **Assignment Descriptions and Rubrics**

#### **1. Classroom Attendance & Participation (100 points)**

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time and sign the Sign-In sheet. Mini assignments will be completed during class sessions either individually or with a group. Instructions on how to submit these assignments will be given in class.

If you are unable to attend class, 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 and assignments given and due. 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 that can be earned for participation in class activities during a time of absence will not be earned and cannot be made up. Three or more absences will result in no credit for this course.**

Points for class attendance and participation are positively impacted by:

- a. Attending class and being psychologically available to learn,
- b. having required course materials including textbook(s),
- c. completing and handing in all class assignments,
- d. participating in class discussions/activities throughout the semester

- e. thoughtfully contributing to class discussions
- f. listening to the ideas of other peers, respectfully, and
- g. 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.), frequent and/or personal reminders by the instructor about disruptive classroom behavior, and/or excessive absences. Please display digital etiquette during class sessions and be careful to limit personal conversations to break times.**

### Class Attendance & Participation Rubric

Sign-in sheet class session 9 at 1 point per session	9 points
Perfect attendance	1 point
Mini-assignments 9 at 10 points per assignment	90 points
<b>Total</b>	<b>100 points</b>

#### **2. Lesson Planning for the Multi-Ability Classroom (60 points, 3 plans – 20 pts. each)**

The purpose of this assignment is to write a well-designed lesson plans that conveys a concept within a content area of the Virginia Department of Education standards. The plan will be written to meet the needs of students with various academic, social and emotional abilities. Three (3) lesson plans will be submitted based on class makeups and subject areas given below. Lesson plans will be shared in class during small group discussions. All plans are to be adopted from a secondary content area lesson plan found on the Virginia Department of Education website <http://www.doe.virginia.gov>. All plans should incorporate the elements included in the Lesson Plan Rubric below. Each plan should be incorporated into the final instructional unit.

**Lesson Plan 1 – Co-Teaching/Cooperative Learning (Inclusion)-** You will write the plan for a co-teaching model conducting a cooperative learning activity in a content area classroom. The class make up is a total of 20 students, including 7 students with a SLD, and 1, OHI (ADHD) student. Three (3) of the SLD students have significant reading difficulties. The OHI student has consistent “out-of-seat” behaviors. The plan must include all components detailed in the Lesson Plan Rubric below and should be included in your instructional unit.

**Lesson Plan 2- Parallel Teaching (Inclusion).** You will write a plan for a content area concept based on a parallel teaching model. The classroom make up for the plan is 15 students including 3 students with MID. This is a lower level general education content class. The

MID students read 3 grade levels below average and do not qualify for alternate assessments. The plan must include all components detailed in the Lesson Plan Rubric below and should be included in your instructional unit

**Lesson Plan 3 - Social Skills (Resource Room).** You will write a social skills lesson plan for a one-teach, assistant teacher model. The classroom make up is for 7 students, 3 MID and 4 SLD students who need extra help in your room with reading and math. You travel with these students to their general education classrooms and data you have taken through assessment shows areas of need are 1) greeting others; 2) mild verbal aggression (usually when frustrated with work completion) and 3) making inappropriate remarks (usually at the opposite sex). The plan must include all components detailed in the Lesson Plan Rubric below and should be included in your instructional unit. It should be a lesson to be included in your Content Area Instructional Unit.

**Lesson Plan Rubric (60 points)**

Subject	Content Area Course or Class Name	1 point
Classroom Makeup	A statement of classroom makeup including : 1)students taught (including number of students 2) Type of room (gen. ed. resource) 2) and student disabilities)	3 points
Organizing/Topic	Skill (VADOE, Reporting Category)	1 point
Objective	An SWBAT statement of the Virginia SOL	2 points (1 SWBAT, 1 SOL)
Materials Needed	A list, description of the materials needed to implement the plan	2 points
Lesson Procedure	A step-by-step description of plan implementation	5 points
Accommodations and modifications appropriate for learner needs	A statement of accommodations/modification made to presentation and to content material with a rationale	5 points

	for each change that matches learner needs.	
Evaluation	A statement of how students will be evaluated indicating that they understand the concept.	1 point
Total		20 points

Other Information: You will be required to access the VA Department of Education website to identify appropriate VA Standards of Learning (SOL) and a lesson to adapt (required for LP 1).

### **3. Journal Article Reviews Paper and Presentation (40 points Paper/Presentation 20/20 pts)**

This a group assignment exploring research into topics and issues of special interests to special needs students in secondary schools. The paper should be between 5 and 8 pages in length and follow APA formats. A variety of topics can be explored including high school completion, substance abuse, self-advocacy, depression, gang membership, bullying, block scheduling, inclusion difficulties. The group will examine at least three (3) journal articles from peer-reviewed publications that address the topic. Two of the articles must have been published no earlier than 2007. Each group member will document their contribution to the topic on the Title Page of the research paper and during the presentation. The presentation should be appeal to a variety of senses, be easy to understand, and engaging to the class. Electronic slide presentations must follow conventions for effective presentation (do not crowd a slide, easy to manipulate..etc.). Group members should respond appropriately to questions posed following the presentation.

**Journal Article Reviews Paper and Presentation Rubric (40 points)**

Title Page	A Title Page in APA format	1
Introduction	Statement of the topic of interest, A brief description of issue, Prevalence rate in the general adolescent population, Prevalence rate in the adolescent disability population, Rationale for concern	7
Causes	Overview of probable causes of issue	2
Relevance to Teachers	Impact of the issue on teaching and learning, with particular attention to special education teachers	3
Possible Solutions/Challenges	A description of proposed or possible solutions, approaches, strategies that have been found to possible impact the issue (ie. reduce the occurrence, positive student feedback Implications for further research and/or study	4
Individual Reflection	A brief statement from each group member reflecting on the research presented and how this research may personally affect their teaching practice.	2
References	A reference page written in APA format	1
Total	Paper	20 points

**Journal Article Review Presentation Rubric**

Introduction	Introduction of Group Members and Topic	2
Availability of Presentation Materials	Presentation is made available to class members	2
Presentation Information	Main topic is plainly stated Issue/topic examples are clearly indicated Research is clearly presented	6



	Possible solutions are detailed	
Visual/Kinetic Presentation	Clear, concise easy to understand Appeals to a variety of learning styles Engages the class	7
Implications	Implications for further research/study are discussed	2
Q & A	Questions are answered based on research presented	1
Total	Presentation	20 points
<b>GRAND TOTAL</b>	<b>Journal Article Review Paper and Presentation</b>	<b>40 points</b>

#### 4. **Content Area Instructional Unit Plan 200 points (THIS ASSIGNMENT MUST BE UPLOADED TO TASKSTREAM)**

The purpose of this assignment is to demonstrate your ability to instruct a multi-ability classroom of students in a secondary core content area. The Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills and adapt plans and assessments using standard curriculum resources. The instructional strategies presented should be research-based and tailored to meet the unique needs of learners with mild to moderate exceptional learning needs.

Select any secondary content area, you can find these on the Virginia Department of Education website. If you choose a previously taught unit, you must modify it to meet the criteria for this assignment. If create a new unit design it to meet your teaching needs. In class you may share your ideas, but each person is responsible for their own unit.

The Unit Plan will consist of five (5) components. An 1) Introduction - A general plan purpose and description, description of the target class, the VADOE content area addressed; a general overview of the unit (2-3 pages); 2) Grading and Assessment - A detailed description of the grading/assessment and/or evaluation of student content learning (include grading rubrics) schedule of topic presentations; 3) Unit Organizer – A template or visual organizer with main learning domains within the topic and detailing each specific knowledge presentations within the umbrella topic, a schedule of topic presentations, description of links between mini topics; 4) Unit Planning – Use the Unit Planning Template provided in the Course Content. Contains the Unit Structure detailing unit outcomes, essential knowledge addressed in the unit, learner engagement tools to include instructional strategies, evaluation procedures, and a personal reflection on unit outcomes and its possible effectiveness; 5) Lesson Plans – Three Lesson Plans previously modified from the Lesson Planning Assignment. A rubric detailing component requirements is below.

Because of the scope of this assignment, some class time will be allocated for work on the project. Please bring all necessary resources needed (ie computer, draft plans, lesson plans..etc.) to work with on the assignment.

In order to receive a grade for the Unit the completed assignment must be uploaded to TaskStream by midnight on March 5, 2013. You must bring a hard copy to class for instructor review, but the assignment will be graded by the work submitted in Blackboard.

Additional Resources for Unit Development:

Wiggins, G. & McTighe, J. (2005). *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.

**Content Area Instructional Unit Plan Rubric (200 points)**

Title Page	APA formatted Title Page	5 points
Table of Contents	Listing of Unit Components with Page numbers	5 points
Introduction	An overview of the unit 1) Unit purpose 2) Unit organization 3) Key concepts 4) Links to student learning needs 5) Learning Outcomes 6) VADOE Topic	25
Grading and Assessment	A explanation of evaluation/grading methods. Describe at least 2 tests. Include: End of unit test samples with 3 questions with correct answers) Essay questions (please include a rubric or if using an essay test-the model answer)	25

	<p>Project descriptions.  Discuss:  How you will know the learners learned what the unit was about.  How will you grade their efforts?  Projects and Tests?  Homework assignments?  You need to describe at least 2 assessments.  These assessments can include:  Grading rubric (please include a sample rubric  Describe any alternative assessments including assessment rationale</p>	
Unit Scheduler/Organizer	<p>A visual organizer detailing key knowledge components.</p> <ol style="list-style-type: none"> <li>1) Easy to read template (ie spreadsheet format)</li> <li>2) Topic (from VADOE)</li> <li>3) Knowledge Domains within the topic (ie: Topic: US Constitution, Knowledge-Federalism)</li> <li>4) Comprehension, Analysis, Synthesis &amp; Evaluation for each knowledge domain</li> <li>5) Schedule –when concepts will be taught</li> </ol>	25
Unit Planning Guide	<p>Title  Summary  Subject Area/Grade Level  Approximate Time to Teach Unit  Unit Foundation (Target Content Standards)  Student Objectives and Outcomes  Questions  Essential, Content, Unit</p>	100

	Assessment Timeline Pre, During and Post-Unit Assessment Assessment Summary Prerequisite Skills Instructional Procedures throughout the schedule of the unit General accommodations for differentiated instruction Technology Supplies Printed Resources	
References	Reference page in APA format	5
Summary/Reflection	Summary of Unit goals with reflection on pitfalls to implementation	10
Total		200

### 3. Unit Planning Visual Organizer

#### **TASKSTREAM SUBMISSION:** Electronic Portfolios\*\*

Several changes have been made that affect which assessments (formerly called signature assignments) are submitted to TaskStream, where those assessments are submitted, and how they are evaluated. These changes are outlined below:

**DRF:** Starting in Spring 2012, students in the general access program will no longer use the *Special Education Portfolio* DRF to submit work. Students will be enrolled in a new DRF based on the specific course in which they are enrolled. For example, students would be enrolled in the Spring 2012 EDSE 629 Section 5S1 DRF.

**Rubrics:** In the old system, each assessment was aligned to one specific CEC standard. In the new system, each assessment is aligned to multiple CEC standards. Assignments and rubrics have been revised to be more comprehensive and better align to the CEC standards.

**TaskStream:** Directions for Phase 1: Creating a TaskStream Account, Phase 2: Enrolling into a DRF, and Phase 3: Uploading Assessments are posted on Blackboard. Phase 1 directions remain the same for users. Students will automatically be enrolled into the new DRFs so Phase 2 directions should be ignored at this time. Phase 3 directions for uploading assignments are the same; however students should disregard all references to the *Special Education Portfolio* and instead to be sure to post assessments into their new *course-specific* DRF.

**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.*