

EDSP 451/652 Curriculum and Instruction: Elementary Special Education

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Course Purpose: This course explores what it means to teach social studies and science to students with special needs in a variety of educational settings. To do this, we first consider the essential constructs of each content area and how to construct rich teaching and learning experiences for students. An equally important element is designing learning opportunities that meet the instructional needs of students with disabilities. Students will use the scope and sequence of the elementary general education curriculum (science and social studies), with specific reference to the Maryland State Framework and local curriculum guides to plan instruction so that students with disabilities can access the general education curriculum (3 credits).

Revision: In this course, we also grapple with life issues that affect all individuals, regardless of development, ability, or access to curriculum. One of the most enduring topics, now and for our children and youth is that of sustainability. The topic of sustainability refers broadly to resource management, the environment, economics, social decision-making, problem solving, and includes examples that are both global (deforestation in the Amazon) and local (access to fresh produce in urban communities). Experiencing and learning about sustainability provides a meaningful beginning for topics of science and social studies, and we access such examples, when feasible as frames of reference.

We explore two aspects of sustainability, water use and watershed health, in a viable and practical inquiry. We use one class session, 9/16/10, to conduct a stream survey of the Paint Branch Creek, located on the College Park Campus, as an introduction to issues related to resources such as forest, wetland, and underwater grasses that serve to regulate the flow of rainfall running off the land and to filter contaminants from streams, rivers, and the Chesapeake Bay. The impact of development (including an increase in paved surfaces such as roads, rooftops, and parking lots, prevent rain from soaking in the land) results in storm water runoff that enters our streams and other waterways and eventually finds its way into the Bay. This exploration will serve as an introductory session for lesson planning in the science portion of our course.

Science Lesson Assignment

The lesson plan. The lesson should be informed by content on sustainability that you chose for group study. Two assignments are designed to scaffold students' success in developing the lesson and facilitate collaboration across the College of Education: **In-class lesson planning** - Students work with colleagues who plan to teach children at the same grade level. Using resources related to sustainability and water shed ecology, as well as children's literature on the same topics, they plan a lesson that is appropriate for students in a public school. After an in-class session, students divide up additional work and continue planning your lesson via a wikki that is set up for each group, in further collaboration with students in EDCI 470. **Collaborative lesson planning via ELMS wikki** - Students post 3 comments/ideas on ideas for accommodations and modifications to colleagues' lesson plan ideas from EDCI 470.