



UNIVERSITY OF MARYLAND

College of Education
Department of Special Education
University of Maryland

EDSP 451/652 Curriculum and Instruction: Elementary Special Education Fall 2010

Instructor: Susan De La Paz, Ph.D.

Office: 1220C

Voice: (301) 405-2153

Email: sdelapaz@umd.edu

Science Education Collaborator:

Stacy R. Pritchett, Ph.D.

Office: 1203

Voice: (301) 405-7186 ; (301) 573-5917

Email: stacyrp@umd.edu

Doctoral candidate: Ms. Kelly Worland is participating in our course this semester. She may be reached at kworland@umd.edu. Her office is in room 1219.

Class Meets: Thursday, 1:15 - 4:00; Room 2212/0306 Benjamin

Office Hours: after class and by appointment

Course Description: 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).

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.

Additional Remarks: If faced with the dilemma of coming to class unprepared versus not coming to class, please come to class. In-class learning experiences are used to convey key ideas in the course. These experiences cannot be replicated for individual absences. Second, **individual office appointments** (in person or virtual) are highly recommended, but not required prior to teaching science lesson plans.

Learning Outcomes

By the end of this course each successful student will:

1. Demonstrate an understanding of the scope and sequence of the Maryland Voluntary State Curriculum in science and social studies (Maryland Teacher Technology Standard I: Indicator 1).
2. Identify effective principles of instructional design, use of technology, and determine accommodations and modifications to assist students in accessing the general education curriculum under the guiding principles of Universal Design (Maryland Teacher Technology Standard III: Indicator 2).
3. Design assessment strategies that allow teachers the ability to determine what content to teach or re-teach, based on students' understandings of central concepts in the curriculum.
4. Design and teach lesson plans that allow children with disabilities to access the general elementary education curriculum. The lesson plans will be based on a variety of sources: collaboration with colleagues in general and special education, professional websites, journals, literature, and books.
5. Reflect on one's teaching. The primary goals will be to determine what worked, what one would change, and what one would do next if given the opportunity to continue teaching the same students in the same content area. The rationale is to gain a sense of continuum, and connected lesson planning.

Course Resources

Materials to purchase:

Vasquez, J. A. (2008). *Tools & Traits: Highly effective science teaching, K-8*. ISBN-13: 978-0-325-01100-4. Heinemann, Portsmouth, NH.

Schmidt, L. (2007). *Social studies that sticks: How to bring content and concepts to life*. ISBN-13: 978-0-325-01059-5. Heinemann, Portsmouth, NH.

Instructor provided resources: Students will be provided books to use in collaborative lesson planning sessions on topics related to environmental science. More than one copy of each text is available. A few texts are listed as samples:

Bell, D. O. (1994). *Awesome Chesapeake: A kid's guide to the bay*. Tidewater Publishers: Centreville, MD.

Bell, D. O. (1998). *Chesapeake Bay Walk*. Schiffer Publishing: Atglen, PA.

Carlsen, W. S. & Trautmann, N. M. (2004). *Watershed dynamics*. NSTA Press: Arlington, VA.

Dobson, C., & Beck, G.G. (1999). *Watersheds: A practical handbook for healthy water*. Firefly Books: Buffalo, NY.

Stearns, C. (1998). *Where Did All the Water Go?* Schiffer Publishing: Atglen, PA.

Strauss, R. (2007). *One well: The story of water on earth*. Kids Can Press.

Wick, W. (1997). *A drop of water*. Scholastic Press.

Blackboard/ELMS. Additional readings and online resources are posted on www.elms.umd.edu.

Course Structure:

On a typical day in class, the first 75 minutes will begin in 2212 Benjamin with an experience directly related to science (for the first half of the semester) or social studies (for the second half of the semester). As we near the end of this experience (at 2:25), we will clean up the room, and transition to a different location. I ask that you do not eat food (or bring in drinks, except in closed containers) for the first half of the class.

We will move to 0306 for the remainder of the class (2:45-4:00). This allows for a 15 min break between portions, assuming everyone helps clean up the first room in 5 min.

The second portion of the class session is devoted to lecture, discussion, and debriefing about the experience we shared early in the day. What did we do and why? How might students with disabilities learn similar concepts? Can these ideas relate to a variety of teaching situations, given varying expectations, in different school districts? Where does this content fit in with ideas related to sustainability? If I teach my students these ideas, will I be making a difference in their lives? What about making a difference in society?

Another unique dimension to this class is that we collaborate with Interns in science education. We will use ELMS to develop lesson plans with students in EDCI 470, who are preparing to become science educators. Although it might be ideal to co-teach a lesson with a general education teacher, this is not feasible given various constraints such as other course enrollments, etc. Thus, you will each collaborate on the development of one lesson plan using the ELMS wikki tool and common resources (e.g., books and websites). As we work to develop reciprocal relationships with our colleagues, we hope to offer ideas for accommodations and modifications, and look

for suggestions on ways to elicit how our students understand concepts in science. Specific requirements are provided later in the course.

Third, we explore two aspects of sustainability, water use and watershed health, in a viable and practical inquiry. We use one class session 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.

Participation Rubric

	Criteria				Points
	5	4	3	0	
<p>Attendance/Promptness*</p> <p>*Excused absences not counted but if > 1 a make up assignment can/should be requested</p>	Student is always prompt and regularly attends classes for the entire session.	Student is late to class once or twice, OR leaves class early once or twice, but regularly attends classes for full session.	Student is late or leaves early more than once or twice AND has missed one class	Student is late or leaves early more than once or twice AND has more than one unexcused absence without completing make-up work.	
<p>Level Of Engagement In Class</p>	Student routinely offers ideas and asks questions at least once per class – in large and small group discussions.	Student offers ideas and asks questions at least once per class – in small group or large group but not both.	Student talks in small group discussions but does not share ideas with other groups.	Student fails to contribute to class by offering ideas or asking questions or engages in other activities (e.g., off-task use of computer).	
<p>Listening Skills</p>	Student listens when others talk, both in small groups and in class discussions. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in small groups and in class discussions. She or he does not necessarily reflect on others' comments.	Student listens when others talk, in small groups but does not actively listen to peers in class discussions – has side conversations or does not pay attention.	Student does not listen when others talk. Student may interrupt when others speak or does not know what has been said (i.e., he or she may repeat a question, not for clarity but because it was not heard).	
<p>Preparation</p>	Student is almost always prepared for class with assignments and required class materials.	Student is often prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is not usually prepared for class with assignments and required class materials.	
					TOTAL

Excused Absences are described in University Policy:

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

These generally include illness of the student, compelling circumstances beyond the student's control, and religious observances.

Tentative Outline

Session	Topic	What should I read?	What should I do?
Week 1 9/2/10	Course Introduction: Cats Meow and The Great Migration		
Week 2 9/9/10	The Nature and Practices of Science	Vasquez chapters 1-3	Wikki
Week 3 9/16/10	Sustainability	Stream Survey – Paint Branch Creek Note: location ☺	Field based exploration of watershed
Week 4 9/23/10	Inquiry and Problem Based Learning	Vasquez chapters 4-5	Wikki
Week 5 9/30/10	Talking and Writing in Science	Vasquez chapters 6-7	Wikki
Week 6 10/7/10	Enhancing the “5E Lesson Plan” for learners with special educational needs	<i>Watershed resources:</i> Instructor provided books for small group work in class	Lesson planning: groups & office appointments
Week 7 10/14/10	Sustainability and Science across the Curriculum	Professional websites; Sharing lesson plans across groups	Science lesson is due; individual presentations
Week 8 10/21/10	Getting the Big Picture	Schmidt chapters 1-2	Wikki
Week 9 10/28/10	Primary Sources	Schmidt chapters 3-4	Wikki
Week 10 11/4/10	Artifacts and Museums	Schmidt chapters 5-6 ELMS: Web-based history learning...	Wikki
Week 11 11/11/10	Culture, Social Justice, and Current Events	Schmidt chapters 7-9; Professional websites	Lesson planning
11/18/10	No class – Intern immersion week		
11/25/10	No class – Thanksgiving Holiday		
Week 12 12/2/10	Culture, Social Justice, and Current Events	Schmidt chapters 7-9; Professional websites	Group presentations
Week 13 12/9/10	Literature and Social Studies across the curriculum	ELMS reading or Book (public library) – class jigsaw	Social studies lesson is due
Finals week	No class – email your final reflection by 12/16/10, 5 pm		

Readings on *ELMS* – In the order they occur on the syllabus:

1. Okolo, C.M., Englert, C. S., Bouck, E.C., & Heutsche, (2007). Web-based history learning environments: Helping all students learn and like history. *Intervention in School and Clinic, 43 (1)* 3-11.
2. Additional readings are provided Week 6 (10/7/10).

Requirements. Type all written assignments using the Publication manual of the American Psychological Association. Please number pages, put your name on each page, use 1-inch margins, and use 12-point font. **Do not turn in your only copy of an assignment.** Specifics for all assignments will be provided in class. All assignments are due on the date noted by the start of class. If an extension is necessary, arrangements must be made ahead of time. Without doing so late assignments will be penalized a letter grade each day the assignment is late.

1. **Class Participation (20 points)** see rubric. Approximately half way through the course, I will ask you to evaluate yourself using this rubric. I will then provide my evaluation – this is intended as formative feedback. Your end of semester participation grades will be based on an average between the two time points.
2. **Wikki responses (30 points).** See syllabus for dates when you are asked to submit online reactions to required readings. These are short (2-3 sentence) anonymous responses to questions that show your comprehension of and insight regarding the reading assignments. **Note: To be truly insightful and reflective about the questions, I ask that you do not repeat answers given by other classmates. Your replies are due by midnight, Monday, each week.** There are 7 dates for this assignment – you are allowed to “skip” one entry without penalty (each is worth 5 points) to allow for days in which you need more than the “normal” amount of time to prepare for this course. **Please email me your last entry for the class,** which will be a reflection on your relative growth over the course of the semester. Questions will be posted on ELMS one week before the reading is due, in a folder with a date that corresponds to the scheduled class.
3. **In-class lesson planning (10 pts each; 20 points total).** You will each have two opportunities to work with your peers during class time.

During the first session (10/7) you will work with 3 peers who plan to teach at the same grade level as you. Using resources related to sustainability and water shed ecology, you will plan a lesson that is appropriate for students in your public school setting. After this in class session, you will divide up additional work and continue planning your lesson via an individual wikki that is set up for your group.

During the second session (11/11) you will plan a presentation on one topic in social studies, Culture, Social Justice, or Current Events, for peers who do not read the same content. A sample presentation will be shared as well as guidelines for this assignment.

4. **Collaborative lesson planning via ELMS Wikki (15 points).** You will each post 3 comments/ideas on ideas for accommodations and modifications to colleagues' lesson plan ideas from EDCI 470. These may include email exchange or ELMS postings.
5. **Individual sharing (10 points).** This presentation differs from the whole class sharing. When you share (10/14), bring your science lesson plan, and ask for feedback about your ideas. Note: bring in printed copies of your lesson plan (one for each group member) to receive points for the assignment. Group members will use post-it notes to give feedback regarding suggestions for improvement of the intended lesson. Note, if you have taught the lesson before this date, use this time to reflect on what was intended in the lesson and what actually happened, and for your group to help you realize what might have happened, if you could do it differently (had you another chance to "do it all over again"), or, what the next lesson might look like, if you were to go back to the classroom and teach the same students the very next day. Again, bring in printed copies of lesson plans and provide visible feedback.
6. **Group sharing (5 points).** Jigsaws allow for a viable means for learning content, as students learn from peers as well as from texts and teachers. Therefore, the purpose for this session (12/2) is for each group to share the lessons that they have developed to the broader community of learners, and for the rest of the class to benefit from the small group explorations. Class members should not be passive recipients during these sessions; however, asking questions, making comments, and posing suggestions all demonstrate active engagement.
7. **Mini Unit Assignment (50 points each - parts A and B; 100 points total)**
 - You will write and teach **two** lessons (one for science and one for social studies) from a local curriculum (based on Maryland Content Standards) designed for general education students using the following guidelines, which will be explained further in class.
 - Talk with your mentor teacher and schedule when you will be able to teach. One lesson must relate to a big idea in the **social studies** the other lesson must relate to sustainability in **science**. You may teach this lesson with someone in our class (i.e., team teach) if that helps you schedule this in your placement.
 - Turn in a word processed document for each lesson as described below. Some sections are done in narrative or even handwritten form. Attach these sections to the EDSP lesson plan.

Science Lesson Assignment – Part A (50 points)

- a) The lesson plan. Choose something related to sustainability (this may come from literature or science content such as watersheds). Align your teaching with the 5 E model. Include: (a) VSC objective of the lesson and why you chose this objective; (b)

materials needed; (c) activities; (d) how you will assess student learning (e.g., rubrics), and (e) safety concerns (tell none if there are none). (25 points)

- b) Knowledge of background material. One research-based recommendation made is for teachers to know the science content of their lesson. Therefore, you are to summarize what you know about your topic (provide 2 references and give the citations) in both a narrative form (a ½ page summary) and as a concept map that you draw based on your narrative. (5 points)
- c) It is also important for teachers to know their students' understanding and interest regarding the selected science topic *before* instruction. For this section you are to prepare a 2-3 page document that: (15 points)
1. Describes the background of 2-3 students that you select to interview about the science topic before you have planned your instruction (identify what you believe distinguishes them as individuals, such as their academic level, gender, and ethnic/cultural background).
 2. Includes the list of interview questions (the protocol) you used to interview the three students (individually).
 3. Presents in a separate concept map for *each* student (you draw the concept map) what you believe each student knows about the topic based on his or her interview responses.
 4. Summarizes your interpretation of each of the student's initial thinking based on the evidence obtained from the concept maps that you drew.
- d) A self-assessment of your facilitation of the lesson. *Did your lesson follow the 5E model? How do you know? (What kind of assessment tool did you use)? What did your students learn? What surprised you? What worked or was positive? How could you modify this lesson if you had more opportunity for teaching?* This reflection will be graded on thoughtfulness and your ability to think critically about your experience, as well as on the basis of data you submit in the form of rubrics and student work samples. (5 points)

Social Studies Lesson Assignment – Part B (50 points)

- a) Big Idea. It is always important to connect social studies content to relevant teaching standards (“backwards mapping”) as well as to connect the VSC standards to meaningful ideas. Describe in one page (in text that is attached to your lesson plan) a central concept and explain why this “big idea” is significant and worthy for student understanding – tie this back to course readings, lecture, or discussion (give citations). Why is it important for students to know this? (15 points)
- b) Student Assessment/Learning Goals—Design an activity that will help you learn what students know about the content you plan to teach. Ask the entire class or a few students. The assessment must include the following: (15

points)

1. A blank copy of the assessment tool that you designed and a copy of a rubric or evaluation scheme for making sense of your data. Actual student work (samples) may be shown but are not required.
 2. A statement of what you have learned about your students. Were you surprised by any of their responses? Did the assessment confirm or disconfirm any of your preconceptions about what they might know or not know about the subject under study? Are there any changes that you might make in the format of your assessment tool?
 3. Now that you have a better sense of what your students are bringing to the learning task, identify areas where you could further develop their knowledge of the topic under study and create two learning goals for the students that you will teach.
- c) Learning Plan—Write a lesson plan for **one** instructional goal using the EDSP lesson plan format. Use a backwards-mapping approach to link standards from the VSC to classroom activities. You may team teach this lesson. (15 points).
- d) Revision & Reflection—Write a reflection on how well your lesson went. In particular, think about the big idea you set for your students. *Did you achieve this big idea? How do you know? (What kind of assessment tool did you use)? What did your students learn? What surprised you? What worked or was positive? How could modify this lesson if you had more opportunity for teaching?* (5 points).

Grading:

196-200 points = A+	186-195 = A	180-185 = A-
176-179 = B+	166-175 = B	160-165 = B-
156-159 = C+	146-155 = C	140-145 = C-
120-139 = D	<120 points = F	

Documented Disability Disclosure

I would like to work with you if you have a documented disability that is relevant to your work in this course. If you wish to discuss academic accommodations, please contact me within the first two weeks of the semester.

Assistance for Students in Distress

If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center at (301) 314-7651 for resources or referrals.

Student Support Service

Help in study skills, time management, writing, etc., is available at the Learning Assistance Service (LAS) in the Counseling Center, 2201 Shoemaker Bldg., (301) 314-7693, www.inform.umd.edu.

College of Education Foundational Standards

The College of Education Technical Standards Policy was adopted in May 2004 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets Foundational Standards is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor. Each Teacher Candidate and University Supervisor will complete the Foundational Standards evaluation at the end of each field placement experience. Additional Foundational Standards evaluation forms may be completed if concerns arise in any professional setting. These evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the EDSP teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Standards.

Additional Important Information

1. University Honor Code

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>.”

2. Course Evaluations

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

3. Narrative Evaluation

Your opinions about other aspects of the course, that are not part of the campus system, are also important to me. A short form will be distributed on the last day of class. Please feel free to add comments on this form at the end of the term.