



UNIVERSITY OF MARYLAND

College of Education
Department of Special Education
University of Maryland

EDSP 451/652 Curriculum and Instruction: Elementary Special Education

Fall 2011

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Class Meets: Thursday, 1:15 - 4:00; Room 1315 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:

Classes will be held in room 1315. On a typical day in class, the first 75 minutes will begin with guided practice and instruction on strategies for science (for the first half of the semester) or social studies (for the second half of the semester).

The second portion of the class session is devoted to discussion and debriefing about what we learned earlier 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? Following these discussions, an opportunity for independent practice through group lesson planning activities will be provided.

Another unique dimension to this class is that we will be using the unifying concept of sustainability as a lens for looking at science and social studies content and curriculum. In addition to the two lesson plans you will be creating individually on science and social studies respectively, you will be given the opportunity to create two group lesson plans. The first group lesson plan will focus on science curriculum standards that relate to the concept of sustainability while the second group lesson plan will focus on how to integrate the concept of sustainability into a social studies lesson activity. The goals of these assignments are two-fold. First, we would like to give you the opportunity to practice designing lesson plans and activities in each of the content areas with the support of a group and the instructor prior to designing your own independent lesson plans. Second, we would like to show you how a broader concept such as sustainability can serve as a vehicle for integrating curriculum and units of study across content areas.

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 SCHEDULE

	Big Ideas for this Week	Assignments to be completed by the following week
Week 1 9/1	Science and the 5Es Social Studies: Collaborative Learning through Wikis	HW Reading Response Discussion Board Entry #1 on Vasquez Chapters 1-2, and 5 (3 points)
Week 2 9/8	Why do we study science? What does it mean to be literate in science? What do we teach and how do we begin planning our lessons?	HW As a group add the following information to your group lesson plan PPT and post to Wiki (2 points) <ul style="list-style-type: none"> • concept map • standards and essential questions Reading Response Discussion Board Entry #2 on Vasquez Chapter 4 (3 points)
Week 3 9/15	Engage <ul style="list-style-type: none"> ○ Set a purpose ○ Hook (make it meaningful) ○ Pre-assess Explore (through Activities) <ul style="list-style-type: none"> ○ Observation, Investigation, Cause and effect, Problem-solving, Hypothesis testing, Making claims and finding evidence to support those claims 	HW As a group add the following information to your group lesson plan PPT and post to Wiki (2 points) <ul style="list-style-type: none"> • Pre-assessments • Activity to help students explore with potential guiding questions Reading Response Discussion Board Entry #3 on Vasquez Chapters 3 and 6 (3 points)
Week 4 9/22	Creating a community of science learners through rules, norms, roles, and guiding questions. Explore (through literature) <ul style="list-style-type: none"> ○ Teaching students how to use literature to direct their OWN learning through RESEARCH 	HW As a group add the following information to your group lesson plan PPT and post to Wiki (2 points) <ul style="list-style-type: none"> • Create a class set of rules and norms for sharing and recording ideas including personal goals for how you would facilitate a supportive learning environment • Identify supports/accommodations that could be used throughout the lesson • Post a potential reading and writing activity
Week 5 9/29	Explain <ul style="list-style-type: none"> ○ (practice what we've learned) ○ teaching vocabulary to name and explain their findings in innovative ways Extend	HW As a group add the following information to your group lesson plan PPT and post to Wiki (2 points) <ul style="list-style-type: none"> • Create an exciting way to teach and learn Vocabulary terms • Post an extension activity <p style="text-align: center;">COME TO THE NEXT CLASS WITH THE SCIENCE STANDARDS YOU ARE HOPING TO TEACH FOR YOUR SCIENCE LESSON</p> <p style="text-align: center;">(MEET WITH YOUR COOPERATING TEACHER OR A GENERAL EDUCATION TEACHER WITH WHOM YOU WILL COLLABORATE)</p>

Week 6 10/6	Evaluate Creating a co or team-taught lesson in the Science and Social Studies classroom Individual Science Lesson Plan Assignment Review	HW As a group add the following information to your group lesson plan PPT and post to Wiki (2 points) <ul style="list-style-type: none"> • Create a post-assessment • Summary of your role and participation in the creation of this group lesson plan
Week 7 10/13	Share out Group Science Lesson Plan PPTs Individual Science Lesson Planning Time	HW Post on Wiki three things you liked about the group lesson plan presentations and 2 questions or pieces of feedback you have for your peers (2 points) CONTINUE WORK ON SCIENCE LESSONS & REQUEST OFFICE APPOINTMENTS IF YOU HAVE ANY QUESTIONS. Recommended Reading: Vasquez Chapter 7
Week 8 10/20	Why do we study history and social studies? History and social studies as a narrative <ul style="list-style-type: none"> • Social Studies Simulations • History Alive • Scripts 	HW Reading Response Discussion Board Entry # 4 Schmidt chapters 1-2 (3 points)
Week 9 10/27	History based on interpretation <ul style="list-style-type: none"> • Primary Source Documents 	HW Reading Response Discussion Board Entry # 5 Schmidt chapters 3-4 (3 points) DROP DEAD DATE: Science Lessons due NEXT WEEK!!!!
Week 10 11/3	History based on interpretation <ul style="list-style-type: none"> • Artifacts and Museums <p style="text-align: center;">LAST DAY TO SUBMIT SCIENCE LESSONS!!!</p>	HW Reading Response Discussion Board Entry # 6 Schmidt chapters 5-6 (3 points)
Week 11 11/10	Review Social Studies Lesson Plan Assignment Digital Story Lesson Activity	HW <ul style="list-style-type: none"> • Work on Digital Story Activity based on your group's assigned chapter from Schmidt (either 7, 8, or 9) (15 points) • Find Professional websites that you can use for your Digital Story Activity <p style="text-align: center;">BEGIN WORK ON YOUR SOCIAL STUDIES LESSON PLAN</p>
11/17	Fall and Thanksgiving Break	
11/24		
Week 12 12/1	Literature and Social Studies Across the curriculum	HW Okolo, C.M., Englert, C. S., Bouck, E.C., & Heutsche, (2007). Web-based history learning environments: Helping all students learn and like history. <i>Intervention in School and Clinic, 43 (1)</i> 3-11.
Week 13 12/8	Student Centered Learning and Assessment	HW Work on Lesson Plans Final Reflection 1-2 pages due 12/11/11 (10 points)
Finals Week	SOCIAL STUDIES LESSON PLAN IS DUE 12/11/11	

CLASS ASSIGNMENTS and 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 (50 points)

a. (20 points) Class Participation Rubric Grade (see rubric on page 4 of syllabus)

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.

b. (18 points) Reading Response Discussion Board

You will be assigned six different reading response assignments worth three points each for a total of 18 points. These reading response assignments will be based on chapters from each of our two textbooks (Tools & Traits: Highly effective science teaching, K-8 and Social studies that sticks: How to bring content and concepts to life). All reading response discussion board posts are due on Tuesday evening at midnight prior to the next class. This will allow sufficient time for your peers to respond to your posts in the discussion board (see bullet three below). Your grade for each reading response assignments will be comprised of three points based on your completion of the following tasks:

- Write 3 new or interesting things you learned from the reading that relates to the Discussion topic posted (1 point)
- Write 2 questions you now have based on the reading (1 point)
- Post a response to at least one of your peer's discussion board responses (1 point).

c. (12 points) Collaborative Science Wiki Participation

We will be developing science lesson plans in groups using Wiki for the first half of the semester. Each week your group will be given an assignment to complete and upload to the Wiki. Part of your individual grade will be participation in this assignment and an individual reflection in response to your peers' final presentations. The goal of this Wiki is to build a group of lesson plans that we can use collectively and to reflect on how to plan and execute all the components of a 5E science lesson. You will be provided time at the end of each class period in the first half of the semester to work on this assignment. All Wiki posts are due on Wednesday evening at midnight prior to the next class.

2. **Group Science Lesson PPT Presentation (20 points)**

This is a collaborative lesson plan on a science goal from the Maryland Voluntary State Standards that relates to the concept of sustainability. You will be provided a template and time in class to complete this assignment.

3. **Group Social Studies Digital Story PPT Presentation. (20 points)**

This is a collaborative lesson activity on a social studies goal from the Maryland State Standards that relates to the concept of sustainability within the larger context of social justice, culture, or current events. Students will be asked integrate aspects of sustainability such as resource management, the environment, economics, social decision-making, and problem solving, from both local and global perspectives into their Digital Story lesson plans. You will be provided a template and time in class to complete this assignment.

4. **Final Class Reflection. (10 points)** This is a reflection (approximately 2-3 pages) on what you have learned over the course of the semester. Assignment will be given on the last day of class and you will email your reflection to me no later than Tuesday, 12/X/11.

5. **Science and Social Studies Lesson Assignment (50 points each; 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 a big idea 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 (50 points)

- a) **Purpose for teaching (big idea and content).** 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. (10 points)
- b) **Pre-assessment and student background knowledge.** It is also important for teachers to know their students' understanding, skills, and interests regarding the selected science topic so that they can adapt and modify instruction to meet their students' needs. For this section you are to prepare a 2-3 page document that: (10 points)

1. Describes the background of 2-3 students that you have decided to teach (identify what you believe distinguishes them as individuals, such as their academic level, gender, and ethnic/cultural background).
2. Includes a pre-assessment you completed with your three students.
3. Summarizes your interpretation of each of the student's initial thinking based on the evidence obtained from your pre-assessments.
4. Identify ways that you modified or adapted your lesson plan to provide your students ACCESS to the content based on the background knowledge/skills they had and the information you gained from your pre-assessments.

c) **The lesson plan** (25 points total)

A one paragraph lesson overview to include (5 points):

- VSC objective of the lesson and why you chose this objective
- targeted student population and background
- how you attempted to integrate individual student/IEP learning goals into the lesson activities—this is your DOUBLE-DIPPING description (e.g., if a student has a counting goal or fine motor goal in their IEP, how is that integrated into your lesson activity)
- materials needed
- safety concerns (tell none if there are none)

A detailed description and sample materials (e.g., handouts, rubrics, game materials, books, etc.) used for each of the 5E SCIENCE lesson plan components (20 points total):

- Engage (4 points)
 - Pre-assessment, hook, etc.
- Explore (4 points)
 - This may be a hands on or literature based activity
- Explain (4 points)
 - This may be a concept or vocabulary based activity
- Extend (4 points)
 - This may be an activity you actually implemented, a homework assignment you gave, or a description of a potential extension activity you would have liked to try if you had the opportunity. (You do not need to complete an extension activity with your students during class time).
- Evaluate (4 points)
 - This should include a post-assessment that can either be in the form of a test, class discussion, student report/presentation with a rubric.

d) **Reflection on 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 (50 points)

- a) **Purpose for teaching (big idea and content standards).** 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? (10 points)
- b) **Pre-assessment of students and 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: (10 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 identify two specific learning goals for the students while you teach the lesson (these are more individualized to your student needs than the overarching goals of the lesson).
- c) **Lesson Plan**—Write a lesson plan for **one** instructional goal using the EDSP lesson plan format NOT the SCIENCE 5E Lesson plan format. Use a backwards-mapping approach to link standards from the VSC to classroom activities. You may create a co/team taught lesson plan for this assignment. (20 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?* (10 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.