

University of Northern Colorado
EDSE 597
Effective Instruction in Special Education

A. Course Description

This course addresses how to provide curriculum access and effectively teach skills in literacy, math, and general education content areas for students with exceptionalities. Emphasis is placed on evidence-based practices for targeted and embedded instruction of discrete skills in reading and math, and evidence-based strategies for adapting lesson plan formats and delivery modes to assure content access and student progress.

B. Pre-requisites

None.

C. Relationship of this Course to the Program Knowledge Base

Program faculty members believe that general education classroom teachers who possess the combined knowledge, skills, and attitudes of a teacher of students with exceptionalities and a teacher of students who are culturally and linguistically diverse can more effectively educate children and youth with diverse learning capabilities and needs. This course addresses the skill sets of the special educator responsible for teaching academic skills and content either in a collaborative/support role or in an instruction provider role.

D. Professional Standards Met

The following professional standards have been used to guide the content of this course:

- Colorado Department of Education (CDE) Standards for Special Education Core (9.005) and Generalist (9.07)
- Council for Exceptional Children, Standards for Special Education Teachers

(Organized by course objectives, see below)

E. Course Goals and Objectives

The purpose of this course is to provide candidates with knowledge and skills that enable them to adapt lesson plans and classroom activities to meet the needs of students with exceptionalities. Candidates will gain knowledge of instructional contexts, language and literacy development, research based assessments, and teaching techniques and strategies. Candidates will apply this knowledge to the creation of lesson plans that help make the curriculum accessible to all students.

The specific objectives for this course are...

Objective After this course, the candidate will be able to:	Standards
1. Describe and critique different instructional contexts used by special education professionals and teams of educators to teach, and to make accessible, skills and content for learners with disabilities.	CDE-SPED 9.005: 2(d)(i), 2(e)(iii-iv); 4(e)(iii); 5(i)(xiii) CDE-SPED 9.07: 5(c)(ii); 6(b)(i)
2. Demonstrate skills for organizing and conducting evidence-based instruction with students who have more significant learning needs, using as appropriate direct, naturalistic, and incidental strategies and interventions.	CDE-SPED 9.005: 2(d)(i), 2(e)(iii), 3(b)(c), 3(d)(ii), 3(e)(i); 5(c); 5(d); 5(f); 5(h)(iii); 5(i)(iv); 5(i)(xiii); 5(i)(xv); 5(i)(xvi) CDE-SPED 9.07: 1(b); 1(e)(i); 4(c)(i); 4(c)(iii); 5(c)(i); 5(c)(ii); 5(d); 6(a); 6(b); 6(b)(i); 7(b)(i)
3. Describe the relationship between the development of oral and written language.	CDE-SPED 9.005: 6(g)(v) CDE-SPED 9.07: 1(e); 1(e)(i); 1(e)(iii); 6(b)
4. Demonstrate skills in generating and using reading assessment data to inform and evaluate effective instruction.	CDE-SPED 9.005: 6(g)(v) CDE-SPED 9.07: 1(a); 1(e)(iii)
5. Describe research based instructional techniques to assist learners in becoming efficient readers/writers.	CDE-SPED 9.005: 3(d)(ii); 5(i)(xvi) CDE-SPED 9.07: 1(a); 1(c); 1(d); 1(e); 1(e)(i); 1(e)(ii); 4(e); 5(c)(ii); 6(b)
6. Demonstrate the skills necessary to teach mathematics to students with disabilities through the use of research-based assessments and methodologies.	CDE-SPED 9.005: 3(d)(ii); 5(i)(xvi) CDE-SPED 9.07: 2; 4(e); 5(c)(ii)
7. Prepare lesson plans that include assistance toward learning for students with disabilities that address the Colorado Content Standards for mathematics.	CDE-SPED 9.005: 5(i)(viii) CDE-SPED 9.07: 2
8. Select and analyze grade-specific academic content across the general education curriculum, then adapt that material and the instructional context as needed to ensure progress for students with differing intellectual, behavioral, and emotional needs and capabilities.	CDE-SPED 9.005: 2(e)(iii), 3(b)(c), 3(e)(i); 5(f); 5(g); 5(i)(viii); 5(i)(xv); 5(i)(xvi) CDE-SPED 9.07: 1(b); 1(e)(iii); 1(f); 4(c)(ii); 4(c)(iii); 4(d); 4(e); 5(c)(i); 5(d); 6(a); 6(b)(i)

F. Content of the Course

Course material is represented in eight units, which are aligned with the foregoing course goals and objectives. Content delivery will be accomplished through: (a) in-class and online presentations, emphasizing research-based practice and practical applications; (b) reflective and analytical assignments that are aligned with the units; (c) readings, addressing content and methods of instruction and support, as well as trends in these practices; (d) face-to-face class activities, which will include some group work, (e) online activities that are aligned with unit content, and (f) projects, which will be responded to with instructor feedback.

1. Program and service models past and present, and the tenets of scientifically based practice, we will address topics such as
 - a. Changing instructional contexts, and their implications for placement and instruction
 - b. Multi-tiered approaches, and response-to-intervention (RtI)
 - c. Universal design, and the role of evidence-based general education instruction methods
 - d. Infused and embedded instruction and interventions, and the role of special education services
 - e. Remedial instruction, and the role of the interventionist in pullout and resource services
 - f. Access to general curriculum and the construction of IEPs; how grade-level general education content can impact the writing and delivering of IEP goals and objectives

2. Activities and methods for organizing and conducting evidence-based instruction with students who have more significant learning needs. Examples and activities will be provided that address:
 - a. How to use peer tutoring and cooperative groups
 - b. How to use naturalistic (embedded), incidental, and direct instruction models
 - c. How to use proven methods of generic instruction such as time delay, task analysis, prompt hierarchies, self-management, and various technology-based devices to support learning (e.g., video-based instruction)
 - d. How to use proven methods associated with content-specific instruction such as inquiry-based methods, storybook instruction, graphic organizers, strategy instruction, and problem solving approaches to learning
 - e. How to infuse assistive devices such as communication boards and mobility aides into the routines of the class
 - f. How to employ learning incentives that are appropriate for age and class situations
 - g. How to coordinate instruction, collaborate, and co-teach with teachers, paraprofessionals, and specialists.

- 3 Oral language development and the connection to reading
 We will address topics such as
 - a. Areas of oral language (phonology, morphology, semantics, syntax and pragmatics) and the relationship to reading
 - b. Typical and atypical language development
 - c. The impact of culture, ethnicity, gender, race, and social class on reading.

- d. The impact of language disabilities and differences and the impact on reading
- 4 Response to Intervention and Assessment Issues for in the area of reading
We will address topics such as
- a. Effective Response to Intervention practices related to assessment and instruction
 - b. Assessment biases and cautions
 - c. The role of formal, curriculum based assessments, and informal skill assessments
 - d. Develop skills in generating and using assessment data to inform and evaluate effective instruction.
 - e. Using assessment data to inform instructional practices
- 5 Understanding the fundamentals of scientifically based research. We will address topics such as
- a. Defining scientifically based reading instruction
 - b. Findings of National Reading Panel and the National Literacy Panel on Language Minority Students
 - c. Systematically and Explicit Reading Instruction in areas such as phonemic awareness, phonics, fluency, vocabulary, comprehension, and oracy
 - d. Adapting or adjusting lessons for struggling learners
6. Appropriate informal assessments and methodologies for mathematics. We will address topics such as
- a. Using error analysis for identification of skill gaps.
 - b. Using the Colorado Model Content Standards-Mathematics for lesson alignment.
 - c. Identification of Whole numbers: Operations and properties
 - d. Mental, electronic and written whole number computation
 - e. Number theory
 - f. How fraction use is an daily event
 - g. Decimals, ratio, proportion, and percent
 - h. Use and conceptual understanding of integers
 - i. Rational numbers, real numbers, and algebra
 - j. Statistics (organizing, picturing, analyzing, and graphing information)
 - k. Probability, simple, and complex experiments
 - l. Geometric shapes
 - m. Measurement
 - n. Geometry using triangle congruence, similarity, coordinates, and transformations
7. Combining mathematics and other content areas in alignment with the Colorado Content Standards. We will address topics such as
- a. Collaboration with other school professionals, families and students on lesson planning and support in mathematics.
 - b. Assisting learners in using learning strategies and adaptations required in order for student to meet Colorado Model Content Standards.
 - c. Assisting general education teachers to extend student learning using research-based best practices in instruction and adaptation of lesson planning and instruction in content areas that meet specific learner needs and strengths.
 - d. Monitor and document student growth in the understandings and skills of mathematics and to make appropriate adaptations in instruction

8. Activities and methods for selecting and analyzing grade-specific academic content, then adapting materials and instruction as required to ensure student progress. Examples and activities will be provided that address:
- How to design units, lessons, and activities using differentiated instruction and universal design
 - How to choose and implement lesson adaptation processes such as accommodations, modifications, embedding, and infusing
 - How to ensure appropriate and effective immersion of the student in the class using curriculum and classroom analysis procedures
 - How to naturally provide students with opportunities and instruction for acquiring language, social, behavioral, and mobility skills
 - How to grade students, using collaborative strategies and rubrics

G. Course Requirements: (*more guidelines are provided for each of these assignments under Assignments tab in Canvas*).

Refer to due dates in the schedule

Expectations and Assignments	Points
<i>Prompt communications and participation in online discussions and via email (Addresses Course Objectives 1-8)</i>	80
<i>Best Practices in Universal Design, RtI & Formative Assessment Assignments (Addresses Course Objectives 1 & 4)</i>	15
<i>Lesson Plan Project: Literacy (Addresses Course Objectives 2, 4-5)</i>	50
<i>Lesson Plan Project: Math (Addresses Course Objectives 2, 6-7)</i>	50
<i>Unit Design Project: Content Area (Addresses Course Objectives 2, 8)</i>	70
<i>Exercises and activities: Teaching Language and Communication Skills (Addresses Course Objectives 2)</i>	30
<i>Resource Compendium (Addresses Course Objectives 2, 4-8)</i>	20
<i>Language and Literacy Essay (Addresses Course Objectives 3)</i>	65
<i>Creating Inclusive Opportunities in the Classroom Essay</i>	20
TOTAL	400

Assignment and Project Descriptions

Prompt communications and participation in online discussions and via email- I will check to see that you are reviewing the material within the allotted unit time, completing discussion board expectations, and responding within 36 hours to emails. This course expectation is worth 80 points and are clustered by units based on weeks/unit.

Best Practices in Universal Design, RtI & Formative Assessment Assignment- Based on presentations and readings, you will be given an assignment with a series of questions for you to consider and write essay answers as responses.

Lesson Plans (Literacy and Math)- Each student will generate two lessons that take into account class diversity, including 2-3 students with disabilities in the class. A lesson can either focus on skill development, in which the outcomes are proficiencies with specific skills, or it can be more concept-based, in which skills are embedded within broader lesson content. In at least one of the lessons, one of the students should be described as having a severe disability. You will be given a template to work from when developing these lessons.

Project Content	Possible Points (55/lesson)	Exceeds Expectation	Meets Expectations	Below Expectation
Cover Page, gives a title to the lesson; includes your name, class, semester	3			
Description of students in the class, including grade level; include specific descriptions of 2-3 students with disabilities	10			
Description of lesson plan, including anticipatory set, teaching activities, activities for practice and knowledge consolidation, and assessment activities.	25			
Descriptions of how you will accommodate and/or modify the lesson and the assessment process given the unique needs of your learners with disabilities	10			

Rationale, and connection with class material and texts	7			
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Unit Design Project: Content Area- Each student will generate a concept-based instructional unit, at a specific grade-level and in a specific content area (e.g., science, social studies, English literature, history, etc.), using the model provided by Erickson et al. (2017) in Chapter 3. Principles of differentiated instruction must be obvious in the design of learning activities and in how the concepts are described. A rubric based on that chapter’s model is provided in Appendix A.

Resource Compendium- Discussion board sites will be created for students to post resources (e.g., brief critiques of websites, overview or particular curriculum materials, posts of useful materials (attachments), highlights of journal articles useful for practitioners, and/or summary of significant research studies. Each student is expected to post five descriptions of specific resources, and each student is expected to cover these areas: (a) RtI; (b) universal design and/or lesson adaptations; (c) literacy instruction; (d) math instruction; and (e) content subject instruction. Posted descriptions and materials can, of course, overlap these five areas, but each student is still expected to post five separate and distinct resources, one in each of the foregoing five areas. Descriptions within posts can be short (a paragraph or two), but they should give enough information for other members of the class to know whether a posting describes a resource that would be of interest to them, and the source needs to be identified. (Note: “Useful materials” can, of course, be self-designed and described as such, or pulled from an identified source.)

Language and Literacy Paper- Write a 5-7 page essay on one or some combination of the following issues: (a) relationship between oral and written language (reading and writing), with instructional implications for those that struggle with oral language, both special education and ELL; (b) distinguishing between second language acquisition issues versus learning problems associated disability, and the implications for classification and instruction; (c) working with students who have special education needs and are also second language learners in the general education classroom; and/or (d) the design of “universal” Tier 2 services for students who are struggling learners with respect to literacy and reading such that the needs of both populations can be addressed. Your paper’s title can be some variation of one of these 4 themes, or it can be individualized based on your interests, but it must fit one or some combination of the foregoing topics. You can use the Klinger et al. book as a major reference, citing from it liberally. However, you must also include four other references from outside the assigned readings used in this course. Essay content can include your own ideas and experiences, but there must also be solid arguments and principles that are derived from the Klinger book or other references; i.e., this cannot be a “here is what I do” paper exclusively. Do not use more than one website as a reference in this paper.

The sections of the paper should follow the following format and sequence, although they may have titles and subtitles that fit your content: Title page (not part of the 5-7 pages); an introduction, with a final paragraph describing what your paper will address; the content of your paper, partitioned into sections; an “Implications for Instruction” section, which can include bullets; a final summary of what you have addressed in your paper, which is usually 1-2 paragraphs and must be in its own section; and a reference list, which follows APA format. A rubric designed around the content and organization of these sections will be provided.

Creating Inclusive Opportunities in the Classroom Essay- Prepare a 3-4 page essay on ways that you can make your classroom and its content accessible for learners with more severe disabilities. No references are required, but you should use materials and readings from this class as the basis for your essay. The essay begins with a 1-paragraph discussion of *presuming competence* (reading from unit 1), defining it and describing its implications. The, there should be a 1-2 paragraph description of your class, its grade level and content, and its typical composition of students (including a student with a severe intellectual disability, whether true or not in your particular teaching situation). The next 4-5 paragraphs describe things that you can do in terms of content differentiation, material adaptations, instructional delivery, student groupings, class routines, and modified grading that will “include” this learner, and perhaps other learners, with intellectual disabilities impacting rate, breadth, and/or depth of learning. This discussion can be realistic but remember “presuming competence.” Finally, a one paragraph closing statement that suggests some of the benefits this process will have both for the student *and* for the other members of the class.

Grading: Essays that include all of the major components (presuming competence, class description, steps for inclusion, benefits), provide ideas that are sensible, positive, and thoughtful, and meet organizational requirements earn 20 points. Essays that include all of the major components (presuming competence, class description, steps for inclusion, benefits), provide several good ideas, and meet organizational requirements earned 18-19 points. Essays that partially address major components (presuming competence, class description, steps for inclusion, benefits) and provide some good ideas earned 16 points. Papers that may have some good ideas but generally do not follow directions earn 15 points or below, depending on how much they covered of the expected content.

H. Grading Criteria

Grade	Score	Percentage	Grade	Score	Percentage
A	475 or more	95-100	C	400- 419	80-83
A-	465- 474	93-94	C-	390- 399	78-79
B+	455- 464	91-92	D+	380- 389	76-77
B	440- 454	88-90	D	360- 379	72-75
B-	430- 439	86-87	D-	350- 359	70-71
C+	420- 429	84-85	F	349 or less	Less than 70

I. Required Texts and Other Readings.Texts

Erickson, H. L. (2017). *Concept-based curriculum and instruction for the thinking classroom* (2nd ed.). Thousand Oaks, CA: Corwin Press

Klingner, J. K, Hoover, J. J., & Baca, L. M. (Eds.). (2008). *Why do English Language Learners struggle with reading?* Thousand Oaks, CA: Corwin Press.

Sherman, H.J., Richardson, L.I., & Yard, G.J. (2015). *Teaching Learners Who Struggle with Mathematics: Systematic Intervention and Remediation* (3rd ed.). Long Grove, IL: Waveland Press.

Other Readings

(will be provided online; other readings may be added or substituted as the course proceeds)

Downing, J. E., & Eichinger, J. (2003). Creating learning opportunities for students with severe disabilities in inclusive classrooms. *Teaching Exceptional Children*, 36(1), 26-31.

Finnerty, M., Jackson, L., & Ostergren, R. (submitted). *Curricular adaptations in general education classrooms for students with severe disabilities: Access, progress assessment, and sustained use.*

Jackson, L. B., McCaleb, K., & Helwick, G. (2003). Facilitating skill acquisition during general education academic subjects, electives, and other activities. In D. Ryndak & S. Alper (Eds.), *Curriculum and instruction for students with severe disabilities in inclusive settings* (2nd ed., pp. 151-172). Boston: Allyn & Bacon.

Jimenez, B. E., Browder, D. M., Spooner, F., & DiBiase, W. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students with moderate intellectual disability. *Exceptional Children*, 78(3), 301-317.

Jorgensen, C. M., McSheehan, M., & Sonnenmeier, R. M. (2007). Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention. *Journal of Intellectual and Developmental Disabilities*, 32(4), 248-262.

Jung, L. A., & Guskey, T. R. (2007). Standards-based grading and reporting: A model for special

- education. *Teaching Exceptional Children*, 40(2), 48-53.
- Scruggs, T. E., & Mastropieri, M. A. (2007). Science learning in special education: The case for constructed versus instructed learning. *Exceptionality*, 15(2), 57-74.
- Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2010). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial and Special Education*, 31(6), 437-449.

J. Suggested Readings

Selected bibliographies will be provided in the Canvas shell for the course

K. Accommodations Statement

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

L. Academic Honesty

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at <http://www.unco.edu/dos/docs/StudentHandbook.pdf>. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

The Generalist faculty have also implemented the following policies with respect to originality of products: Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course's requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means that, at the very least, you will receive an automatic "F" on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

M. Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

N. Liability Statement pertaining to field experiences:

UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.

Personal Liability: It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.

APPENDIX A
Unit Design Project

Designing Concept-based Curriculum Units: Directions and Guide

Units are typically broad swaths of knowledge and skills, which are then partitioned and delivered in lessons. A unit could require as much as several weeks of delivery time, or even longer. Units can be *interdisciplinary*, extending across different subject areas, or *intra-disciplinary*, addressing knowledge areas that are deep or extensive within a content domain. Units planned as part of concept-based curriculum are driven by the need to impart to students a deep and transferable understanding of content areas.

You are to design a unit for a content area and grade level¹ of your choosing, *using the steps and format of the Erickson et al. text*. Additionally, since we are considering the application of these ideas in relation to special education, evidence of instructional differentiation and universal design for learning should be embedded in your unit. (There is a place for this in the design structure).

The examples provided in the Erickson et al. textbook are often lengthy and complex. You are not required to construct such highly complex units; however, I am looking for evidence that you can construct a full unit using this design process, and that you can create the elements of unit design that these authors recommend. This design process may or may not be one you adopt for the future, but the process is certainly one that can help you think about learning at a more conceptual (as opposed to a topical) level.

In the remainder of this handout, I have provided you with a referencing guide, to help you find things in the Erickson et al. text. The referencing guide begins with the broad processes, then is followed by a table that shows specific unit components and the location of descriptive information to help guide you. As needed, I have also provided comments, to give you additional guidance. Finally, I have outlined the sequence of the narrative that you should follow. *Note that you must include at the very end a critique/reflection on this unit design process.*

Template, showing unit components and their organization

pp. 141-148 (template)

pp. 159-196 (examples)

Steps in the the process

pp. 52-58 (detailed)

pp. 139-140 (abbreviated)

Sequence and Description of Components

¹ Science, social studies, geography, literature, history, other areas with permission.

Unit Component, in order of occurrence in your project	General definition	Step in the design process	Textbook page references	Comments
Unit title	Scope of content	Step 1	pp. 52-53	<ul style="list-style-type: none"> • Short and concise; • Concept-based • May invoke student interest • <i>Include grade level</i>
Conceptual Lens	A broader level concept that promotes both focus and depth in thinking	Step 2	pp. 53-54; p. 127; see also pp. 12-14	<ul style="list-style-type: none"> • Be sure of your unit title/content first • It's a way of thinking about the content under study
Unit Overview	Provides a way to approach the content such that student interest is aroused	Step 11	p. 58; p. 203	<ul style="list-style-type: none"> • Do this last • It is the basis for the anticipatory set
Major Standards Addressed	Use grade-level standards	(This section is in the unit template but not in the design steps. Complete after doing steps 1 & 2, and put after Unit Overview)	p. 141	<ul style="list-style-type: none"> • These should be the major standards addressed, not every possible standard • I anticipate that most of you will use the Colorado standards
Unit Strands	Specific subject areas for interdisciplinary units or major instructional parts for intra-disciplinary units	Step 3	p. 54; also see p. 139	<ul style="list-style-type: none"> • Use 4 strands; use more only if absolutely necessary • Present these in your text after the major state standards, as shown on p. 142. • If you insert your web here, that is great; if instead you put your web in an appendix, identify the strands here in your text and refer the reader (me) to your appendix

Unit Component, in order of occurrence in your project	General definition	Step in the design process	Textbook page references	Comments
Web out Topics and Concepts Within the Strands	The web is your scope and learnings for the unit, showing what you plan to cover, all inclusive	Step 4	p. 54; p. 142; p. 203	<ul style="list-style-type: none"> • Place inside your web • Use short summary statements • This can be both topics and concepts • You may want to keep you lens in mind, to guide your wording • Keep in mind that later steps go deeper and into more detail. • I recommend a “real” web. However, if you do not have the software for this, you could use a table of strands as sub-headings and topics/concepts as bullets • If you choose to do a real web, you may hand write this if you wish, but it MUST be readable
Generalizations and Guiding Questions	The heart of the process. Encourages you as the teacher to look at the ideas you want students to learn, and questions that you can pose to help students acquire broader understandings of their world	Steps 5 & 6	pp. 55-56; p. 143; pp. 204-205; see also p. 127 & pp. 40-41; p. 48	<ul style="list-style-type: none"> • Make this a table, as shown on p. 143 • Organize by strands • May relate to the standards addressed
Critical Content and Key Skills	What the students must <i>know</i> and be	Steps 7 & 8	p. 56; p. 162; pp.	<ul style="list-style-type: none"> • Make this a table, as shown on p. 144

Unit Component, in order of occurrence in your project	General definition	Step in the design process	Textbook page references	Comments
	able to <i>do</i> as a result of their work and progress in this unit		205-206; see also pp. 12-13	<ul style="list-style-type: none"> • Include type of question (F, C, D) • Should relate to the major standards addressed; may use the actual wording of standards, or the curriculum you have drawn your lesson from
Suggested Learning Experiences	How you could teach, in activities and projects. They prepare students for the culminating assessment	Step 10	pp. 57-58; p. 145; pp. 206-207	<ul style="list-style-type: none"> • Note that it is advisable to think out your culminating assessment plans (Step 9) before doing this section. It is keeping the end in mind before designing learning experiences • Make this a table, as shown on p. 145 • <i>Use UDL ideas and differentiation ideas. This column is especially important for this class. Develop its content in more detail than illustrated in the textbook. Use ideas from this class. Consider different types of learners, such as ELL, intellectual disabilities, behavior challenges, reading difficulties, or organizational problems</i>

Unit Component, in order of occurrence in your project	General definition	Step in the design process	Textbook page references	Comments
				<ul style="list-style-type: none"> • Timeline can be approximate
Culminating Assessment Plans	How you plan to determine what each student knows and understands when the unit is over	Step 9	p. 57; pp. 146-148; p. 206	<ul style="list-style-type: none"> • This is the last section of the unit design. • The <i>what</i> and <i>why</i> are fairly general or abstract. The <i>how</i> is important and more concrete in my point of view. The concept of “engaging scenario” distinguishes for me “mastery” from “proficiency” • Use boxes or tables to present this information • A rubric may be included along with a scoring guide or in place of a scoring guide • Include consideration for either or both accommodated testing and/or modified grading. This goes beyond the textbook descriptions of these processes

Sequence for Your Narrative

1. Title page (a project title, your name, course number and title, and date)
2. All unit components, *in the recommended sequence shown in the left most column in the table above, and as presented in the template on pages 141-148*. Recall that the web can be in the narrative *or* presented as an appendix. However, if placed in an appendix, it must be referenced in the text in the proper sequence.

3. Critique/reflection of this process (1-2 paragraphs indicating what you have learned about unit development, or your assessment of this particular design process, possibly in relation to others you have used).
4. References (if any used, other than the textbook)