CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

EDSS 541: INTERDISCIPLINARY THEMATIC INSTRUCTION

WEDNESDAYS • TIME TBA• KELLOGG LIBRARY 5102
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3 UNITS • DAY COHORT CRN: 21427

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SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by College of Education Governance Community, October, 1997).

The California Faculty Association is in the midst of difficult contract negotiations with the CSU administration. In response to the CSU's stance, it is possible that the faculty union will call for a one-day strike or other work stoppage. When a decision for such action has been reached, you will be informed about the decision and of any disruption to the posted schedule.

2. SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521 & EDSS 555

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02.)*

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention to TPA seminars will greatly contribute to your success on the assessment. Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminars, and other TPA support materials can be found on the SOE website.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the College of Education Governance Community, December, 1997.)*

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism
As an educator, it is expected that each teacher candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol
Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

Course Description
EDSS 541: Interdisciplinary Secondary Methods will prepare credential candidates to design interdisciplinary and integrated curriculum for middle and high school students.

Course Objectives
This course will prepare credential candidates to design interdisciplinary and integrated curriculum. Credential Candidates will work in interdisciplinary teams to create an Interdisciplinary Thematic Unit (ITU). The ITU teams will be organized by actual school sites (full time) and adapted according to the expertise of the team and culture of the school site. Each team will integrate a common theme and at the same time incorporate individual subject matter, content standards and pedagogical knowledge. In addition, the design of the ITU will take into consideration needs specific to their assigned school site and the student population.

This course will build on knowledge in basic lesson planning (Universal Lesson Plan Design) and incorporate differentiation to meet individual student needs (students learning English, students with special education needs as well as students that are gifted or talented).

Enduring Understandings
Credential candidates will understand how:
* Personal (private) and philosophical/theoretical (public) perspectives impact curriculum development;
* Structured, process approach for designing interdisciplinary thematic units;
* To develop and implement an ITU in a school setting;
* To practice, integrate and model the elements of effective collaborative, cooperative co-teaching practices.

Essential Questions
* How can educators effectively collaborate?
* How can curriculum and instruction be integrated to increase learning for ALL students?
* What inclusion strategies are most effective in an ITU curriculum?

This is a hybrid course co-taught with Jeff Heil's EDSS 530: Secondary Schools in the 21st Century & Jannis Brandenberg's EDSS 531: The Reflective Practitioner.

We will integrate flipped classroom practices and integrated thematic instruction with an emphasis on your clinical practice. The three instructors will be co-teaching the courses, modeling supportive, complimentary, team and parallel co-teaching approaches.

Required Texts: Readings will be available as electronic pdfs.
Baldwin, M., Keating, J. & Bachman, K. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents.* Upper Saddle River, NJ: Prentice Hall. ISBN: 0130422231.

Kaye, Cathryn Berger. (2004 or 2011). A Complete Guide to Service Learning. Minneapolis, MN: Free Spirit.

Roberts, P. & Kellough, R. (2004). A complete guide to integrated thematic units. Upper Saddle River, NJ: Pearson.

Course Requirements
Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.* An extra credit assignment is available for teacher candidates that have not missed any class sessions and the *extra credit assignment is due week 6.*

Teacher Performance Expectation (TPE) Competencies
This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions can be downloaded from the School of Education website. This course will emphasize the following TPEs:

T PE 6d – Engaging and supporting all learners (Matrix and IEP Role play)
Candidates for a Single Subject Teaching Credential know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, students learning English, and students considered gifted and talented have access to and actively participate in the general education core curriculum. Candidates can articulate the rationale for inclusive educational opportunities for all students. They are familiar with major disability characteristics as well as alternative lifestyles, and the strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services. Candidates are familiar with their legal and ethical responsibility to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They understand the roles/responsibilities of other members of IEP Teams. They use pre-referral processes, such as the Student Success Team (formerly Student Study Team) and consultation with general and special education colleagues to minimize referral of students to special education or ELL or other exceptional services when unnecessary. Candidates collaborate with special educators, ELL specialists, counselors and other specialized support personnel to plan, teach, and assess students with special characteristics for whom they are responsible. They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) in order to a) create a caring classroom community in which students respect and value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.

TPE 10 – Instructional Planning (ITU)
Candidates for a Single Subject Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 14 - Educational Technology (ITU, IEP, Lesson Plans and Matrix)
Candidates plan and design effective learning environments and experiences supported by technology. Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Candidates use technology to enhance their productivity and professional practice.

Instructor Application of the Attendance Policy
For this course attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. A minimum grade of C+ is required in EDSS 511 to qualify as part of the credential requirement. Absences and late arrivals/early departures will affect the final grade. **If more than three hours is missed, the highest possible grade that can be earned is a "C+".** If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

The following <u>individual penalties</u> will be assessed for absences:

- Three (3) points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures.
- Half credit for any late assignments turned in within one week of the original due date.
- No assignments will be accepted after one week.
- No credit for the intermediate assessment for that day's work (reading responses, role-plays, presentations…)
- 1 make up assignment will be accepted for a three-hour (or portion of 3 hours) absence – assignment is due 1 week after absence. Make Up Assignment must be negotiated with instructor. Make up assignments are due within one week of absence.
- The extra credit assignment is available for teacher candidates that have not missed any class sessions and the extra credit assignment is due the third to last class session (Session 6). Extra Credit/Make-Up Assignment Options are provided online.

4. EDSS 511 COURSE ASSIGNMENT DESCRIPTIONS & RUBRICS

This section contains assignment descriptions, templates and rubrics. See online for additional resources.

Weekly Reading Responses
30 points

Each session you will be required to write a reading response focused on the weekly reading. The Reading Response is designed to help you focus your reading. Each reading response is worth 1 point for a total of 30 points. Instructions for each Reading Response are provided in weekly cougar course module.

Differentiation Strategy Matrix
10 points

You will research differentiation strategies for students that are eligible for special education according to the state and federal criteria (thirteen categories, plus one more). Based on your research, you will collaboratively create a master matrix that will include information about the special education category, eligibility criteria, environmental, curricular, instructional, and assessment differentiations strategies. See sample matrix and rubric online.

Individual Education Plan
10 points

Each student will complete an online tutorial as well as participate in an IEP Meeting Role Play. At the conclusion of the role-play, you will complete a Reflection about the one piece of evidence you created for the role play.

Lesson Plans
10 points

Each person will create 2 lesson plans for the unit (ITU). These lesson plans will be graded individually. Each lesson plan must include a title, identification of the day it will be taught in the unit, objectives, content/ELD standards, assessment plan, instructional strategies, student activities, differentiation strategies for all 5 students, unit rational (enduring understanding & Essential Questions) and reflection.

Integrated Thematic Unit
40 points

There are 20 separate tasks for the ITU. Each task is worth 2 points each, with a few exceptions, for a total of 40 points. Detailed descriptions of each task will be provided in weekly session presentations. Below is an outline of the 20 tasks.

1. Theme for Interdisciplinary Thematic Unit
2. Cover Sheet
3. Context Information (Community, School & Student Population)
4. Unit Rationale (Enduring Understandings, Essential Questions)
5. Unit Overview of Activities
6. Unit Objectives, Standards & Assessments
7. Unit Calendar and Lessons
8. Technology Applications
9. Art Component
10. Social Justice & Equity
11. Service Learning
12. Student Descriptions
13 –17: Unit Differentiation Strategies for 5 students
18. Group Evaluation (1 Self-Assessed Group Rubric)
19. Peer Evaluation (1 Peer-Evaluation from each person)
20. Final Poster Presentations

GRADING STANDARDS

Expectations are high for this course. Teacher candidates will need to complete all expectations to earn a passing grade for each assignment. Supports such as instructions, rubrics, and samples will be provided

to assist candidates to be successful. This course is based on a possible 100-point scale, with the standard grading scale:

A = 95-100	B+= 86-89	C+= 77-79		
A- = 90-94	B = 83-86	C = 73-76	D = 60-69	F = 59 or lower.
	B- = 80-82	C- = 70-72		

 If you do not earn a C+ or higher in this course, you must repeat the course to earn your credential.

EDSS 541 ASSIGNMENT GRADING SHEET

Name   _____   Content Area   _____

e-mail   _____   School Site   _____

phone(s)   _____ _____   Directorship   _____

Session	Attendance	Reading Responses	Assignments
1 **Intro to ITU**		RR1 _____ RR2 _____ RR3 _____ RR4 _____ RR5 _____ RR6 _____	**Reading Responses** **1-30** _____ / 30
2 **Integrated Curriculum & Service Learning**		**RR7** _____ **RR8** _____ **RR9** _____ **RR10** _____	**Tasks 1-2 Draft** _____ / 4
3 **Differentiation**		RR11 _____ RR12 _____	**Tasks 3-12** _____ / 20 **Strategy Matrix** _____ / 10
4 **Co-Teaching**		RR13 _____ RR14 _____ RR15 _____ RR16 _____	**Tasks 1-17: ITU Draft** _____ (Subtract 0-10 pts) Loose points if you do not submit a draft and/or response to all ITUs.
5 **Cooperative Learning & ITU Lessons**		RR17 _____ RR18 _____	**Task 7: ITU Lessons** _____ / 10 **Tasks 13-17: Strategies** _____ / 10
6 **Assessment Differentiation**		RR19 _____ RR20 _____ RR21 _____	**Extra Credit or Make Up** _____ / 10
7 **ITU Presentations**		RR22 _____ RR23 _____ RR24 _____	**ITU Tasks 18-20** _____ /6
8 **IEP**		RR25 _____ RR26 _____ RR27 _____ RR28 _____ RR29 _____ RR30 _____	**IEP** _____ / 10
Absences 3 X Each Hour Missed			- _____
Make up assignments must be turned in 1 week from absence. Extra credit is due Week 6.			**Total** _____ / 100

Week 1, paste a picture of yourself to this sheet and put in your class folder.

GRADING SCALE

A= 93-100	B+=86-89	C+= 77-79		
A-=90-92	B=83-86	C= 73-76	D=60-69	F=59 or lower.
	B-=80-82	C- =70-72		

You must repeat the course if you do not earn a C+ or higher.

Reading Response Instructions and Rubric

Required reading responses are due at the beginning of the class session on which they are due. The responses will be used to inform class discussions and activities. Discussions will include summaries, descriptions or reactions to topics from the readings that demonstrate understanding of key concepts.

Reading Reflections **must** include:
- A written summary and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching adolescents, **with specific examples from teaching experiences, school observations, or other personal experiences in bilingual settings.**

Reading Responses will be graded according to the comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate's experiences with adolescents.

Readings Response Components/Criteria	No Credit	Partial Credit	Full Credit
Comprehensiveness	Response did not reference the required readings	Response referenced some of the required readings	Response referenced all required readings
Analysis	Response did not include an analysis of the readings	Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings	Response included an analysis of each aspect and/or each article/chapter of the assigned readings
Insightful Connections	No connections were made between the topic(s) and the student's experiences with adolescents	A connection was made between the topic(s) and the student's experiences with adolescents that did not demonstrate understanding of the application of the reading topic(s) to practice	Connections were made between the topic(s) and the student's experiences with adolescents demonstrating application to practice

Single Subject Lesson Design - Scroll Format

1. TITLE OF LESSON

2. CURRICULUM AREA & GRADE LEVEL

3. STUDENT INFORMATION
    A. English Language Learners
        1.) Readiness Level

        2.) Learning Profile

        3.) Interest

    B. Students with Special Education Needs
        1.) Readiness Level

        2.) Learning Profile

        3.) Interest

4. RATIONALE
    A. Enduring Understanding

    B. Essential Questions

    C. Reason For Instructional Strategies & Student Activities

5. CONTENT STANDARD(S)

6. ELD STANDARD(S)

7. LEARNING GOAL(S) - OBJECTIVES
    A. Cognitive

    B. Affective

    C. Psychomotor

    D. Language Development

8. ASSESSMENT(S)
    A. Diagnostic/Entry Level

    B. Formative – Progress Monitoring

    C. Summative

9. EXPLANATION OF DIFFERENTIATION FOR ELL & STS W/ SP ED NEEDS
    A. English Language Learners
        1.) Content/Based on Readiness, Learning Profile or Interest

        2.) Process/Based on Readiness, Learning Profile or Interest

        3.) Product/Based on Readiness, Learning Profile or Interest

    A. Students with Special Education Needs
        1.) Content/Based on Readiness, Learning Profile or Interest

        2.) Process/Based on Readiness, Learning Profile or Interest

        3.) Product/Based on Readiness, Learning Profile or Interest

10. INSTRUCTIONAL STRATEGIES
(Describe what the teacher does. Include differentiation strategies.)
    A. Anticipatory Set/Into

    B. Instruction/Through

    C. Guided Practice/Through

    D. Independent Practice/Through

    E. Closure

    F. Beyond

11. STUDENT ACTIVITIES
(Describe what the students do. Include differentiation activities.)
    A. Anticipatory Set/Into

    B. Instruction/Through

    C. Guided Practice/Through

    D. Independent Practice/Through

    E. Closure

    F. Beyond

12. RESOURCES (Attach any materials needed to implement the lesson, such as a power point presentation, graphic organizer, reading…)

Single Subject Lesson Design - Box Format

1. TITLE OF THE LESSON	2. CURRICULUM AREA & GRADE LEVEL

3A. STUDENT INFORMATION: English Language Learners
    1.) Readiness Level
 	
    2.) Learning Profile
 	
    3.) Interest
	3B. STUDENT INFORMATION: Students w/ Special Needs
	    1.) Readiness Level
	
	    2.) Learning Profile
	
	    3.) Interest

4. RATIONALE
    A. Enduring Understanding
 	
    B. Essential Questions
 	
    C. Reason for Instructional Strategies and Student Activities	

5. CONTENT STANDARD(S)	**6. ELD STANDARD(S)**

7. LEARNING GOAL(S) - OBJECTIVE(S)
    A. Cognitive
 	
    B. Affective
 	
    C. Psychomotor
 	
    D. Language Development
	8. ASSESSMENT(S)
	    A. Diagnostic/Entry Level
	
	    B. Formative-Progress Monitoring
	
	    C. Summative

9A. EXPLANATION OF DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS
    1.) Content/Based on Readiness, Learning Profile or Interest
 	
    2.) Process/Based on Readiness, Learning Profile or Interest
 	
    3.) Product/Based on Readiness, Learning Profile or Interest
	9B. EXPLANATION OF DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS
	    1.) Content/Based on Readiness, Learning Profile or Interest
	
	    2.) Process/Based on Readiness, Learning Profile or Interest
	
	    3.) Product/Based on Readiness, Learning Profile or Interest

10. INSTRUCTIONAL STRATEGIES
(Describe what the teacher does. Include differentiation strategies.)
    A. Anticipatory Set/Into
 	
    B. Instruction/Through
 	
    C. Guided Practice/Through
 	
    D. Independent Practice/Through
 	
    E. Closure
 	
    F. Beyond
	11. STUDENT ACTIVITIES
	(Describe what the students does. Include differentiation activities.)
	    A. Anticipatory Set/Into
	
	    B. Instruction/Through
	
	    C. Guided Practice/Through
	
	    D. Independent Practice/Through
	
	    E. Closure
	
	    F. Beyond

12. RESOURCES (Attach any materials needed to implement the lesson, such as a power point presentation, graphic organizer, reading…)	

Single Subject Lesson Design Rubric   **5 points for each lesson = 10 points possible**

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area & Grade Level 0.25 points	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan.
Student Information 0.5 points	Identify the names of the students that need differentiation (both ELL & Students w/ Sp Ed needs)	& describe each of the students readiness level, learning profile and interests	& includes prior successful differentiation strategies for each student.
Rationale 0.5 points	Describes the rationale for teaching this lesson (*big ideas, enduring understandings, essential questions*) …	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson…	& explains how the assessment is a valid and reliable way to assess student learning.
Standards and Objectives 2 point	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and the number of the standard it addresses	& identifies which of the six facets of understanding it is designed to address.
Assessment 0.5 points	Provides an assessment for each objective and articulates if it is *diagnostic, entry-level, formative or summative* assessment	& clearly communicates to students about the expectations (rubric)	& provides a sample of student work.
Differentiation 0.5 points	Describes the students differentiation strategy for the individual students…	& labels the strategy (*lesson content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)…	& provides how the strategy will be assessed for effectiveness and altered if needed.
Instructional Strategies 0.75 points	Provides an *into, through* and a *beyond* activity for lesson…	& describes in detail the steps the teacher will take to implement the lesson and any need materials (i.e. graphic organizer, ppt, model, rubric)…	& provides script for teacher and times for each activity.
Student Activities 0.75 points	Describes what the students will do during the *into, through* and *beyond* activity of the lesson…	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provides times for each activity.
Resources 0.25 points	All instructional materials needed to implement the lesson are listed/described.	All instructional materials that are needed to implement the lesson are provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...	& all materials listed for the unit are listed and/or provided.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric with the lesson plan…	& highlights or circles the evaluated criteria for each lesson component…	& provides evidence for each criteria marked.

Task 18: Integrated Thematic Unit (ITU) Group Evaluation Rubric

ITU Tasks: Identify leader.	Entrenched in Separate Subjects	Between Two Worlds	In the Integrated Thematic Matrix
1: Theme for ITU Leader:	The theme can be addressed by each subject separately.	Subjects can address the theme individually or can be combined to address theme.	Theme can only be addressed by combining skills and knowledge of different subjects.
2: Cover Sheet/Webpage Leader:	Each subject is represented visually and with words on a webpage (blog, wiki, cms…).	Concepts from each subject are represented visually and with words on a webpage (blog, wiki, cms…).	Applications of each subject are integrated to answer an essential question represented on a webpage that is user friendly and accessible.
3: Context Information: Community, School & Student Population Leader:	General description is provided for the community, school and student population.	Details are provided on 2 of the three: community, school and student population. Evidence provided goes beyond report card data and included visual images, quotes for people…	Intimate ethnographic details, which go beyond what can be found online, are provided on community, school and student population.
4: Unit Rationale Leader:	Rationale of the theme is aligned with standards, objectives and assessments.	… in addition, the rational has a strong enduring understanding and essential question for each subject.	In addition to the aligned rationale, the rational has a strong enduring understanding and essential question(s) that integrates all subjects.
5: Unit Overview of Activities Leader:	Lessons and unit calendar addresses the theme and it is easy to see what will be done on each day in each class.	All components are complete and the format is rich with detail in how the theme crosses all subjects and combines curriculum for specific lessons.	The representation of the text is academic in style and easily believed to be from a published curriculum unit.
6: Unit Objectives, Standards & Assessments Leader:	All objectives, standards and assessments are complete for each subject.	Some objectives, standards and assessments cross over subjects.	None of the objectives, standards and assessments can be addressed by one subject or class.
7: Unit Calendar & Lessons Leader:	Lessons and unit calendar addresses the theme and it is easy to see what will be done on each day in each class.	All components are complete and the format is rich with detail in how the theme crosses all subjects and combines curriculum for specific lessons.	The representation of the text is academic in style and easily believed to be from a published curriculum unit.
8: Technology Applications Leader:	Technology is used in each subject by students and teachers.	Technology is used across subjects to address the theme by students and teachers.	Technology is used as a tool by teachers & students to address an essential question using multiple subjects.
9. Art Component Leader:	Art is used in each subject.	Art is used across subjects to address the theme.	Art is used as a tool to address an essential question using multiple subjects.
10: Social Justice & Equity Leader:	Each subject addresses Social Justice & Equity.	Social Justice & Equity are addressed by combined subjects.	An essential question is addressed using multiple subjects to improve Social Justice & Equity in a specific setting.
11: Service Learning Leader:	Service Learning is used in each subject.	Service Learning is used across subjects to address the theme.	Service Learning is used as a tool to address an essential question using multiple subjects.
12: Student Descriptions Leader:	A complete description is provided for each individual student with readiness, interests and learning profile information for each subject.	A complete description is provided for each individual student with readiness, interests and learning profile information for each subject as well as combined subject activities.	A complete description is provided for each individual student with readiness, interests and learning profile information for each subject, combined subject activities as well as how one subject may support another subject.
13-17: Unit Differentiation Strategies: Strategies for each of the 5 students Leader:	A complete description of strategies are provided that are based on the students readiness, interests and learning profile which can be used to maximize the students learning for each subject.	A complete description of strategies are provided that are based on the students readiness, interests and learning profile which can be used to maximize the students learning for each subject as well as combined subject activities.	A complete description of strategies are provided that are based on the students readiness, interests and learning profile which can be used to maximize the students learning for each subject, combined subject activities as well as how one subject may support another subject.
18: Group Evaluation Leader:	The group evaluation is turned in and represents one teacher's evaluation.	The team contributed individually to the group evaluation.	The team worked together to self-assess the group's work for tasks 1-18.