

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**COLLEGE OF EDUCATION**  
**EDSS 541: Interdisciplinary Secondary Methodology**

Spring 2011 · (3 credits) crn: 21938  
University Hall 270 (to change), 8:00 – 2:15 pm; 1/26/11—3/15/11 (8 weeks)

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**College of Education Mission Statement**

The mission of the College 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

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**EDSS 541 COURSE DESCRIPTION**

**Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422, EDSS 511, EDSS 521, EDSS 555, EDSS 571 & permission from the Single Subject Coordinator(s).

**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 practices studied previously.

**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?

**EDSS 541 Evidence of Understanding - Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments are directly aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate must be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum level of competence in any of the TPEs by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions is located on the COE webpage: [www.csusm.edu/COE](http://www.csusm.edu/COE).

**All of the TPEs are addressed in this course as well as in other professional education courses. In this course, some will receive more emphasis than others will. You will be required to formally address:**

#### **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.

#### **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 TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. **During this course, you will have the additional task of completing Tasks 3 and 4, outside of class, though class time is provided for completion this task.** Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs—in this case, ITUs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

#### **Required Texts**

- Baldwin, Mark, Keating, Joseph & Bachman, Kathryn. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Pearson/Prentice Hall. (Note: You have this book from the fall EDSS 511 course.)
- Kaye, Cathryn Berger. (2004). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action*. Minneapolis, MN: Free Spirit Publishing. (NEW TEXT)
- NEA. (2007). *Culture Abilities Resilient Effort: Strategies for Closing the Achievement Gaps*, National Educators Association. <http://www.nea.org/tools/16858.htm> (NEW READING; available in class/online in Cougar Courses)

- Villa, R., Thousand, J. (2011). *RTI: Co-teaching and differentiated instruction*. Threefold pamphlet, Pt Chester, NY: DUDE Publishing

### **EDSS 541 Highly Recommended Texts**

- Roberts, P. & Kellough, R. (2004). *A Guide for Developing an Interdisciplinary Thematic Unit, 3<sup>rd</sup> Edition*. Upper Saddle River, NJ: Merrill Prentice. (Ordered for you in the bookstore)
- Thousand, Jacqueline S., Villa, Richard A., & Nevin, Ann. I. (2007). *Differentiating Instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Villa, Richard, & Thousand, Jacqueline. (2005). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.  
(Note: This text is required EDUC 350. If you did not take this prerequisite course at CSUSM, purchase and read the book on your own. It is expected that all students know this content; reference will be made to it in multiple courses throughout the program.)
- Tomlinson, Carol Ann & Edison, Caroline Cunningham. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12*. Alexandria, VA.: Association for Supervision & Curriculum Development.  
(Note: You have this book from the fall.)
- Turnbull, R., Turnbull, A., Shank, M., and Smith, M. (2009) *Exceptional lives: Special education in today's schools* (6<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall (Excerpts from this text are available in web class)

### **Make-Up Credit Reading Texts**

**(By instructor permission ONLY: Read one of these as a make-up or extra credit assignment.)**

- Adams, Maurianne, Bell, Lee Anne & Griffin, Pat (Eds.) (1997). *Teaching for diversity and social justice: A sourcebook*. New York: Routledge.
- Kugler, Eileen Gale. (2002). *Debunking the middle-class myth: Why diverse schools are good for all kids*. Lanham, MD: Scarecrow Press, Inc.
- Kumashiro, Kevin K. & Ngo, Bic (Eds.). (2007). *Six lenses for anti-oppressive education: Partial Stories, Improbable Conversations*. NY: Peter Lang.
- Ladson-Billings, Gloria. (1994). *The dreamkeepers: Successful teachers of African American children*. Indianapolis, IN: Jossey-Bass.
- Palmer, P. (1998). *The Courage to Teach*. SF: Jossey-Bass.
- Rodriguez, Nelson M. & Pinar, William F. (Ed.) (2007). *Queering Straight Teachers: Discourse and Identity in Education*. NY: Peter Lang.

### **Course Requirements**

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities.

Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers and teacher candidates to be able to communicate effectively all of their ideas to students, parents, colleagues, and administrators, it is imperative that writing that be original, clear and error-free. This stance is a priority of the College of Education.

Please see assignment description for more details regarding individual assignments designed to meet TPEs and TPAs.

It is expected that work will be submitted 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. See guidelines below in syllabus under

A make up assignment/extra credit assignment is available on an individual basis *by arrangement with the instructor*.

The make up assignment is due one week after absence. Extra credit for students who have not missed any class sessions and wish to raise scores from poor performance is available on a case-by-case instructor conference basis only. The extra credit assignment is due the second to last in class session. No assignments past the deadline will be acceptable.

### **Assignment Overview**

#### **Student Learning Outcomes/Critical Assessment Tasks**

**(Specific assignment detail is available in the online companion course website)**

#### **Weekly Reading Responses**

**14 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 2 points for a total of 14 points. Instructions for each Reading Response are provided in weekly session ppts and in web class.

## Teacher Candidate Disposition & Self-Evaluation

10 points

See full description of professional and responsible teacher behavior and work habits in syllabus below.

Instructor has final judgment/discretion in this matter.

## 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 rationale (enduring understanding & Essential Questions) and reflection.

## Lesson Plan Feedback

6 points

Part of teaching is to collaborate with other teachers. So to assist you in this process, the program will provide you guidance on how to give feedback on planning. Each person will be required to provide feedback to a peer on his or her 2 lesson plans. A Lesson Plan Feedback Sheet is provided for you to complete and turn in to your peer partner, as well as the instructor. Your feedback must be rich and constructive to assist the author to design an improved, refined lesson.

## 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 with the session due date.

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

## 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.**

## Attributes of Highly Effective Credential Candidates:

Candidates will conduct themselves in ways specifically expected of those who are entering the education profession. This includes, but is not limited to:

- On-time arrival to all class sessions; rested, courteous and helpful toward class climate;
- Advance preparation of readings and timely submission of assignments;
- Respectful, authentic participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding;
- Avoids bringing personal life crises to class, blaming, excuses, complaints or inappropriate language.

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### **“Generally Accepted Attributes of Highly Effective Teachers” (as seen in pre-service programs)**

(Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating, & Bachman, 2003; Johnson & Johnson, 1994)

- 1) **General class attendance, promptness, participation:** on time, respects time boundaries (breaks), regular attendance, and actively participates in a congenial manner.
- 2) **Attention to classroom discussion protocols:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others’ perspectives and finding common ground, genuinely encourages all to participate.
- 3) **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one’s roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others’ ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
- 4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
- 5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others’ perspectives as valid; works to include all “voices” in the classroom; is aware of/responsive to issues and behaviors that might marginalize colleagues in the classroom.
- 6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; “bounces back” easily; can work calmly under stress.
- 7) **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

### **REQUIRED SYLLABUS INFORMATION FOR ALL STUDENTS**

#### **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. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

#### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted COE Governance Community, Dec, 1997).*

#### **Instructor Application of the Policy**

For this condensed, intensive 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 this course to qualify as part of the credential requirement. Absences and late arrivals/early departures will affect the final grade. **If more than three hours are missed, the highest possible grade that can be earned is a “C+”.** If extenuating circumstances

occur, the student must contact the instructor as soon as possible to make appropriate arrangements. Notification of absences does not infer candidates may assume they are automatically excused from class or may make up missed class. This is up to the instructor's discretion.

At minimum, a candidate 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. If candidates miss two class sessions (one whole day), they may not be able to receive a grade higher than a "C"; if they are late or leave early for more than three sessions, the highest possible grade earned will be a "C." For any combination of the two, candidates will not receive a grade higher than a C. If a candidate misses any class in which small group work is being presented or conducted, the candidate will have 3 points automatically deducted from his/her grade for that project.

Notification of absences, tardiness, or need to leave class early does not infer candidates may assume they are automatically excused from class time or may make up missed class. This is also up to the instructor's judgment of the individual situation.

The following *individual penalties* will be assessed for absences or late work:

- **No credit** assessment for that absent day work (role-plays, presentations, etc. If you are not in attendance, there is no way to make up in-person work.)
- **Half credit for any late assignments** turned in within one week of the original due date.
- **No assignments will be accepted after one week**, except for life-and-death emergencies approved through the instructor.
- **1 make up assignment** will be accepted for one three-hour (or portion of 3 hours) absence. The maximum number of points that can be made up is 9 points, 3 points for each of the three hours. Make up assignments are due within one week of absence.
- The additional and separate extra credit assignment is available for candidates who have not missed any class sessions. The extra credit assignment is due the third to last class session (Session 5). Nine (9) points are the maximum points that can be earned for extra credit.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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**

This course requires all candidates to write 2500 words. This is met through your reading responses, TPE 6D, and the ITU assignment.

### **(Graduate Writing Requirements)**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for all master's candidates. This requirement must be achieved prior to Advancement to Candidacy for a master's degree. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses

### **CSUSM Academic Honesty Policy**

Students are 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 must provide credit to the source and be punctuated with quotation marks.

Students 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 taken before 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 student 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.

## Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology, including word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations. Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some may be submitted in hard copy as well. Details will be given in class.

## Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages need to be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is concern with an electronic message sent to you, please speak with the author in person in order to correct any confusion. A quick review of the following 10 rules is easy and will save you from both personal and professional embarrassment. <http://www.albion.com/netiquette/corerules.html> This link is also available in the companion web class.

## Schedule/Course Outline

Please note that this is a **hybrid class** with online course requirements. We will officially **meet on campus 6 out of 8 classes**. Both **Session 4 and Session 8 require meeting online** to complete the course expectations. If you are unable to access a computer off campus, make arrangements to use a computer lab on campus.

In addition, **special guest speakers are tentatively scheduled on two specified Tuesdays from 5:30-6:30 pm**. These events are required attendance for **all** 541 students. Watch for updates regarding this, and speakers are not yet confirmed.

Our final class will be an ITU Poster Presentation held on Week 7, **Tuesday, March 9 at 5:30 pm**. Make arrangements to be able to attend this required culminating activity without fail.

***Tentative course schedule begins following page***



## EDSS 541 Spring 2011 Tentative Daytime Cohort Class Schedule

*While this syllabus is carefully planned, it may be modified at any time in response to the needs of the class.*

Session	Topics/Activities	Group Work / To Do / Assignments	Due
<p>1</p> <p><b>W</b> Jan 26</p>	<p><b>Course Overview:</b> Class Norms, Organization, Administration</p> <p><b>Democratic Classrooms/IDEALS</b></p> <p><b>Closing the Achievement Gap:</b> Focused group activity, foundation for coursework product due today</p> <p>-----</p> <p><b>Introduction to Integrated Thematic Unit (ITU)</b></p> <p>Review of all tasks – PPT lecture</p>	<p><b>GTKY</b> (Getting to Know You) Activity</p> <p><b>Closing the Achievement Gap</b> RR 1: Group Activity/Product &amp; Share <a href="http://www.nea.org/home/16454.htm">http://www.nea.org/home/16454.htm</a> Resources printed for use in first class session</p> <p><b>Task 1 &amp; 2: Theme &amp; Cover Sheet</b> Draft is acceptable for this first session; revisions acceptable. -----</p> <p><b>RR2a:</b> READ Baldwin, Keating, Bachman (BKB) Ch 7: Interdisciplinary Thematic Units &amp; Resource G Sample ITU (p. 164 – 179 &amp; p. 315- 326) COMPLETE Activity 7.1 &amp; 7.2, p. 172-173. <i>Assignment details in Cougar Course response site.</i> <i>Post RR in CC; bring hard copy of list to class 2/2</i> -----</p> <p><b>RR2b:</b> READ Kaye, Cathryn Berger. (K) Foreword, Introduction &amp; Chapters 1-3, p. ix – 64. MAKE a list or highlight models &amp; resources to share with your ITU team for next session. <i>Post RR in CC; bring hard copy of list to class 2/2</i></p> <p><i>TPA Task 3 open for submissions. See calendar at:</i> <a href="http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html">http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html</a></p>	<p>1/26</p> <p>In class 1/26</p> <p>-----</p> <p>2/2</p> <p>-----</p> <p>2/1</p>
<p>2</p> <p><b>W</b> Feb 2</p>	<p><b>INTEGRATED CURRICULUM</b> <b>Review of entire ITU assignment</b> Specific tasks expansion Sample ITUs, Roberts text</p> <p>-----</p> <p><b>SERVICE LEARNING</b></p> <p>Possible Evening Guest Speaker? ITUs in local schools</p>	<p><b>Task 3: School Context;</b> Community, student population <b>Task 4: Unit Rationale</b> <b>Task 5: Unit Overview</b> <b>Task 6: Unit Objectives, Standards &amp; Assessment</b></p> <p>-----</p> <p><b>RR3:</b> READ Kaye, Ch 4 – 14, pgs. 65-217, Service Learning Themes. SCAN the book for the key concepts of service learning and samples you can use as models and resources for your unit. WRITE list of service learning activities/resources related to your theme. <i>Post RR in CC and bring list to class group meeting.</i></p> <p>Read and Work ahead!</p> <p><i>TPA Task 3 due midnight, March 7!</i> <a href="http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html">http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html</a></p>	<p>2/2</p> <p>-----</p> <p>2/9</p>



<p>3 W Feb 9</p>	<p><b>UNIT OVERVIEW</b> Lesson Planning review with Samples</p> <p>Possible Evening Guest Speaker? Art &amp; Technology</p> <p>-----</p> <p><b>Differentiation Matrix Review and Resource Activity</b></p>	<p><b>Task 7: Calendar</b> <b>Task 8: Technology Component</b> <b>Task 9: Art Component</b> <b>Task 10: Social Justice &amp; Equity Component</b> <b>Task 11: Service Learning Component</b> <b>Task 12: Student Descriptions-</b> include 5 exceptions <b>Task 13-17 Unit Differentiation Strategies</b></p> <p><b>Differentiation/Exceptionality Matrix Template</b> See assignment in web class – partially completed matrix for you to research and complete. -USE Tomlinson text; Ch 1,2,3 -See Turnbull text excerpts online Create specific strategies for your 5 chosen students-include ELL and Special Needs <i>Post in CC module by midnight – extended timeframe</i> Read and Work ahead!</p>	<p>2/9</p> <p>-----</p> <p>2/11 (extra time)</p>
<p>4 W Feb 16</p>	<p><b>ONLINE/LESSON PLANNING</b> No official lecture session = <b>WORKSHOP</b></p> <p>- Instructor will be available for individual or duo conferences during class in week 4 to assist with lesson plan development &amp; feedback. -This time is specifically reserved for you to complete your 2 individual lesson plans assignment. -Resources are provided online to assist you in your lesson planning process. Remember that the lessons need to display continuity and make sense.</p>	<p>Complete readings below first for ideas and support. Use <b>Lesson Plan Template</b> found in web class. You are required to share your lesson plan with a peer and to receive and provide written feedback. Use the provided <b>Lesson Plan Feedback Sheet</b> to offer detailed feedback to your peer. <b>Post 2 Lesson Plans &amp; Lesson Plan Feedback Sheet</b> online by the end of class. Time certain at end of class.</p> <p>-----</p> <p><b>RR 4: READ</b> the three readings below with an eye for strategies that you can use in your unit and lesson plans. Respond to each reading – see assignment detail in web class. <i>Post RR in CC by midnight</i></p> <p>1. NEA. (2007). Culture Abilities Resilient Effort: Strategies for Closing the Achievement Gaps, National Educators Association. This is a 164 pg download-read online! <a href="http://www.nea.org/teachexperience/images/CAREedition3.pdf">http://www.nea.org/teachexperience/images/CAREedition3.pdf</a></p> <p>2. Roberts text, Ch 5 – excerpts available in web class 3. Tomlinson Text, Ch 5, 7, 8.</p>	<p>2/16</p> <p>-----</p> <p>2/16</p>
<p>5 W Feb 23</p>	<p><b>INDIVIDUAL EDUCATION PLAN MEETINGS (IEPs)</b></p> <p>In class role play, using readings and Differentiation Matrix <i>Bring blank IEP Template to class</i> <b>Added instruction for this class session:</b></p>	<p><b>Complete these readings before class this week:</b></p> <p><b>RR5: IEP Roles and Responsibilities</b> -READ Turnbull excerpts as posted in web class. -VIEW IEP tutorial for general education teachers in web class – 1 hour long.</p> <p>Then, after class, complete the <b>IEP template</b> for your student. <i>Post RR in CC by midnight</i></p>	<p>-----</p> <p>2/23</p>

<p>6 W Mar 2</p>	<p><b>PRESENTATION PREPARATION</b> No official lecture session = <b>WORKSHOP</b> Instructor will check in with each group and individually to facilitate this process and product</p> <p>-----</p> <p>Possible Evening Guest Speaker? Social Justice</p>	<p><b>Task 18: Group Evaluation (1 rubric per group)</b> <b>Task 19: Peer Evaluations (1 per person)</b></p> <p><b>RR6:</b> WRITE your plan to implement an ITU. colleague, parent or an administrator. Include in your description</p> <ol style="list-style-type: none"> <li>pre-planning</li> <li>planning/implementation</li> <li>post-implementation processes</li> </ol> <p>All are considered critical to the success of implementing ITUs in High Schools. Be sure to address the academic and social benefits for your students and faculty. <i>Post RR in CC by midnight</i></p>	<p>3/2</p> <p>3/2</p>
<p>7 T Mar 8</p>	<p><b>ITU POSTER PRESENTATIONS</b></p> <p><i>Both classes meet T, March 8th 5:30 pm – 8:30 pm</i> <i>Possible location change</i></p> <p><b>Class Celebration of Learning</b></p>	<p><b>Task 20: ITU Poster Presentation</b></p> <p><b>RR7:</b> Read the Presentations and identify how you could use 2 of the books in your teaching. <u>Look for more detail in web class.</u></p> <p><i>Post RR in CC by midnight</i></p>	<p>3/8</p>
<p>8 W Mar 15</p>	<p><b>Reserved Class time for Finishing Possible TPA WORKSHOP</b> as needed</p> <p>-----</p>	<p>Depending upon candidate needs, this class session may be held face to face OR online. Regardless, use this time to complete your <b>TPA 4. This TPA requires use of a video camera—plan ahead!</b> Use the resources available online at this url: <a href="http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html">http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html</a></p> <p><i>TPA Task 4 open for self-enrollment April 8</i> <i>TPA Task 4 due by midnight, April 18</i></p>	<p>3/15</p>

**Assignment detail and performance rubrics available in web class**