

Lesson Overview (Topic, Content Area and related GLE/GSE's and WIDA ELP Standards)	<ul style="list-style-type: none"> • The candidate demonstrates some awareness of the topic(s) and content area(s) involved in their lesson. • The candidate lists some of the GLE/GSE's and ELP standards that would be relevant for the proposed lesson. 	<ul style="list-style-type: none"> • The candidate demonstrates satisfactory awareness of the topic(s) and content area(s) involved in their lesson. • The candidate lists relevant GLE/GSE's and ELP standards for the proposed lesson. 	<ul style="list-style-type: none"> • The candidate demonstrates superior awareness of the topic(s) and content areas involved in their lesson. • The candidate provides a comprehensive listing of GLE/GSE's and ELP standards for the proposed lesson.
Lesson Objectives, Lesson Activities and Materials (Cross-referenced to the Selected Curriculum Approaches)	<ul style="list-style-type: none"> • The candidate demonstrates some ability to write language and content lesson objectives. • The candidate plans activities but the activities are either not well-described or not well-aligned with the curriculum approaches selected. • Some materials are well selected. 	<ul style="list-style-type: none"> • The candidate demonstrates satisfactory ability to write multifaceted lesson objectives. • The candidate plans and describes effective activities and they are well aligned with the curriculum approaches selected. • All materials are well selected for the curricular approaches named. 	<ul style="list-style-type: none"> • The candidate demonstrates superior ability to write multifaceted lesson objectives. • The candidate plans a range of activities that are highly representative of the curriculum approaches selected. • All materials are very well selected for the curricular approaches named.
Assessment Strategies and Sample Progress Indicators	<ul style="list-style-type: none"> • The candidate demonstrates some ability to assess learners' attainment of lesson objectives. • The candidate demonstrates some ability write sample performance indicators but they either do not represent all proficiency levels or they do not cover all lesson domains. 	<ul style="list-style-type: none"> • The candidate demonstrates satisfactory ability to assess learners' attainment of lesson objectives. • The candidate demonstrates satisfactory ability to write sample performance indicators for all proficiency levels and all lesson domains. 	<ul style="list-style-type: none"> • The candidate demonstrates superior ability to assess learners' attainment of lesson objectives. • The candidate demonstrates superior ability write sample performance indicators for their learners and lesson domains.

Name _____

Score 1 35/35

Date 6/28/08

Score 2 _____

Date _____

Curriculum Design Prospectus
SPED 554

6/25/2008

*See comments attached.
The work!*

SPED 554 Rubric for the Curriculum Design Prospectus (35 Points)

{Outcomes 1, 3, 9};

CEC Standard 5, 6, 7 & 8; Knowledge: Domain-Specific Knowledge Practice: Professional Practice; Diversity: Individual Differences & Cultural Diversity; TESOL Standards 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4b, 4c

Standard/Performance Indicator(s)	Approaches Standard	Meets Standard	Exceeds Standard
Curriculum Prospectus Overview (Well-Articulated Beliefs and Curricular Ideologies, Teaching Context, Learner Description)	<ul style="list-style-type: none"> The candidate demonstrates some understanding of current curriculum ideologies. The candidate demonstrates some ability to articulate their beliefs about teaching and learning. 	<ul style="list-style-type: none"> The candidate satisfactorily accurately defines and describes current curriculum ideologies. The candidate demonstrates a satisfactory ability to articulate their beliefs about teaching and learning. 	<ul style="list-style-type: none"> The candidate demonstrates superior understanding of and ability to describe current curriculum ideologies. The candidate demonstrates superior ability to articulate their beliefs about teaching and learning. 5
Curriculum Prospectus Introduction (Description of Teaching Context, Learners)	<ul style="list-style-type: none"> The candidate demonstrates some ability to describe their teaching context using some key information requested. The candidate provides some information about their learners, however not all of the information requested is provided. 	<ul style="list-style-type: none"> The candidate demonstrates satisfactory ability to describe their teaching context using most of the key information. The candidate provides all of the required information about their learners. 	<ul style="list-style-type: none"> The candidate demonstrates superior ability to describe their teaching context. The candidate goes beyond the basic information requested about their learners, to provide other useful information that will aid in the construction of a highly responsive curriculum. 5
Identification and Description of Specific Curricular Approaches	<ul style="list-style-type: none"> The candidate attempts to identify at least 3 curricular approaches, however the approaches are not well labeled or described. 	<ul style="list-style-type: none"> The candidate identifies at least 3 curricular approaches and all approaches selected are well described and labeled. A 	<ul style="list-style-type: none"> The candidate identifies more than 3 curricular approaches and all approaches are extremely well labeled and described. 5
Justification of Specific Curricular Approaches	<ul style="list-style-type: none"> The candidate attempts to justify the selected curricular approaches for their ELL learners, but the justification is lacking in some way. 	<ul style="list-style-type: none"> The candidate satisfactorily justifies the selected curricular approaches for their ELL learners with disabilities. 	<ul style="list-style-type: none"> The candidate provides a rich and well-argued justification for the selected curricular approaches for their ELL learners with disabilities. 5

Curriculum needs to include many different areas in education today. Some of the factors that need to be taken into consideration when educating ELL and special education students is the historical, social, economic, and political views of society. These are all important factors to consider when looking for curriculum for students in schools today.

The first point to consider would be, should curriculum stress societal needs over the individual student. As educators we need to prepare students for the society that awaits them when they become adults. Many times students are not receiving the support at home to allow them to easily become a part of society. Regardless of what kind of career path or job a student wants to obtain they are going to need to be able to read, write, and do simple math in order to pursue a job and receive a paycheck. For the special education and ELL students they too need to be able to read, write and do simple math. Even if the student does not hold down a job as an adult they still need these simple skills in order to go to places such as the grocery store and know they are getting the best deal on food or whatever else they are purchasing.

The individual needs of a student also need to be considered because in special education some students are only going to be able to achieve to a certain academic level. It is important for a teacher to encourage that student so that they are able to be the best they can be. It needs to be a very realistic possibility though that what one student may achieve academically may not be the same for another student. This is very important among the special education and ELL population of students.

So you prefer for preparing students for the societal world

Why?


I'm not against your statement, but you need to give reasons why. People may misperceive you have low expectations for special & ELL students.

Another concern with curriculum in education today is that there is not equal emphasis put on all subjects. Literacy and Math have more emphasis in schools today than science and social studies. There should be more of an emphasis on literacy and math but it could be incorporated into the other subjects as well. Students should be exposed to science and social studies each day and it should incorporate literacy and math. The push for direct instruction in both Math and Literacy is really doing a disservice to our students because they are not being exposed to valuable information that the other subjects hold. It would not be too difficult to incorporate these two valuable subjects into science and social studies. Many of our students (special education and ELL) may really enjoy science and social studies and do really well in them and the curriculum is taking away their strength.

The next curriculum dilemma that is taking place is whether education should focus on the personal purpose of the individual. Materials should be something familiar or interesting to the student. As Genesee says we as teachers should tap into the knowledge that parents and students have and use that as our avenue to teach the needed skills. It will make for a easier time to teach skills if a student has interest in the topic being taught. It is important to expose students to different jobs so that when they are able to make a choice, in high school they make the right choice for them. Some of the special education and ELL students will be looking at jobs that do not require college but they still need to look into what that job requires in order to start preparing themselves in high school. ELL students would be able to acquire language in a more appropriate

manner if our ESL classrooms were focusing on the student's needs rather than the federal requirements that need to be accomplished. Allowing ESL classrooms and special education classrooms to be able to focus in on the students rather than on the NECAP exam would be much more beneficial for their appropriate education than following the mold that every child learns the same.

Another curriculum debate that we face today is that curriculum should provide tools for the individual to survive in an unstable and changing world. Greenburg makes an interesting point when he says we should involve different types of learning such as social learning, physical, learning and play, emotional learning, and intellectual and academic learning. We need to include all these different kinds of learning to help our students attain the skills needed for an unstable and changing world. Children need to acquire the skills needed to be productive in such a changing world. Our jobs as educators is to give a child a spring board chance into life. They need to receive as many skills that will universally help them in any path they take after they leave middle school and high school. However the problem that has occurred today is that under NCLB all students are expected to meet the same standards. As educators we have figured out that not every child is going to meet that standard in particular the special education and ELL students. All students come to school with different prior knowledge and experiences but they are expected to be tested on the same material the same way. It does not make any sense because every person has a different learning style and different weaknesses and strengths. Every student will never be able to pass the same assessment



You have various many vital points in making decision for curriculum.

because they do all have individual needs.

Next, some people believe that curriculum materials, when used by intended learners, should produce specified competencies. There should be outcomes from curriculum but it should be geared to the individual learner. Special education and ELL learners are going to be learning at different rates and the curriculum may need to be more concrete but that does not mean these students are not learning. Kolb says that concrete learners are still absorbing information through direct instruction by doing acting, sensing, and feeling. Students in regular education may be able to show their competencies best through NECAP but the results for special education and ELL students would not be an accurate portrayal of what they really know. Another example is pacing guides that go along with our curriculum. Everyone is expected to be at a certain point in each book but it would be more important to be able to learn the material rather than rush through it. Each student is not going to learn at the same rate.


Curriculum should reflect current, real-life experiences. Many students come to school with little experiences about what is outside their community. It is very important to have a curriculum that brings real life to students. Students are better able to learn if there is something there that is real to touch. This helps to build student's vocabulary, experiences, and knowledge bank. Having something real allows the child to be able to make a real connection with the subject. McCarthy thinks that innovated learners are primarily interested in personal meaning in their learning. If bringing in realia is not possible then having as close to real picture can also help make curriculum real. An

example is if you are studying objects that are red it would be beneficial to bring in an apple. This makes the curriculum fun and real for a student who lacks in prior knowledge and experiences.

Curriculum should also take into consideration the language of students. Every student is able to learn no matter what language the content material is taught in. All language is equal in that a student is able to understand material that is not being presented in English to them and still getting the same educational value out of the instruction. Anyone is able to learn about anything as long as they are able to understand the language because language is a way students are able to express themselves. Without language a student cannot share their self expression. Asking questions and being able to use language to understand what someone is telling you is how students learn about the world and subjects they have no knowledge about. A student is able to learn through whatever language they speak and that does not make one language more dominant than another. A student is able to learn the same concepts in their native language as they are in English. Students are also able to learn just as much information in a social setting as they can in an academic setting because language is able to drive the learning that is taking place. A quote by Westby explains what educators need to do with ELL students. He says when students' cultural and linguistic experiences differ from the experiences of the school, educators must understand the nature of these differences if they are to assist children in bridging from the language of the home culture to the language and literacy of the school culture. As teachers we expect ELL students to be where we want them to be


both linguistically and academically when they are coming to school from very different backgrounds. ELL students still need to learn the concepts and knowledge that is going to make them a productive person in our society. If as educators we were to look at the first language and use that to help us teach what we need to then validating the child's first language will lead to academic success. Different learning styles also have to be taken into consideration. (Greenburg) Teachers need to transfer knowledge to students through many different learning styles instead of just one in order to help ELL students succeed in school. The bilingual classroom would be the best way to foster an ELL student so that learning is taking place in both languages. This would be the most beneficial for validating both languages of student.

I have twelve students per class and each one has very individual needs both personally and academically. The majority of my students are proficient in English though many of them struggle with writing because it is very hard for them to put their thoughts down on paper. Many of my students do use their Spanish with their friends and at home with their families. Some of my students have learned Spanish to communicate with their friends. Many of the students do use their native language in the hallways, cafeteria, and before and after school. I find the students in my classroom have very little intercultural tolerance. Many of my students make very racial comments and insult their peers based on the culture and race. They need to become more culturally competent. The students have a wide range of interests from x-box, to church, Greek festivals, carnivals, sneakers, animals, carpentry, auto mechanics, and drawing to name a



few. Many of my students are visual learners and need to have graphic organizers or something on the board that can guide them through the lesson. Other students are auditory and kinesthetic learners. Visual aides and hands on projects work the best with my students. My students do not like all the different parts of the curriculum and many of my students would rather be home or outside with their friends instead of at school doing work. Many of my students do not look into the future and why then need to learn. However there are the students that work as hard as they can to learn everything they can to be successful in the outside world.

My students should have goals such as to learn to read and write. If that does not happen in the year then they should want to improve these skills any way they can so that they can be productive citizens in the world. Some skills they will need to function in the community is to be able to read the labels, their bills, and skills to be able to do take a directive from their boss at their job whatever it may be. The language modalities they need is social language, and professional language so that they are able to talk to their boss with respect while still being able to get their point across even if they are angry. Students need to know when it is ok to use social language and when it is needed to used professional language with their boss. The situations that need to be targeted is the work place. Students need to be able to use both their native language and second language to gain as much information while they are in school so they can prepare themselves for post secondary education or training or to be able to learn the necessary life skills or job skills. Students could be very employable because they speak more than one language



and could use their two or more languages to be productive in society.

I currently teaching sixth, seventh, and eighth grade self contained departmentalized special education at Perry Middle School in Providence. I have been teaching at Perry for seven years. I teach two one hundred minute blocks of the Language Program which is an SRA program. I have up to twelve children in a classroom for each class. I also teach on fifty three minute block of math and SRA materials are used for Math as well. The school is broken up into grades by floors. Seventh grade is on the first floor, sixth grade on the second floor, and eighth grade on the third floor. Each grade is also broken into two teams per grade. ESL and special education each have their own team. ESL contains the two ESL rooms as well as the bilingual special education classrooms. Special education is made up of the departmentalized team, the three behavior rooms, resource teachers, and intensive resource teachers.

The majority of my students are Hispanic, from Puerto Rico, Dominican Republic, and Guatemala and speak Spanish as their native language. There are also students who are Greek, Mexican, and African from small tribes and they speak a variety of different languages. The students range in age from eleven to fifteen. There are ten girls and twenty six boys however this number changes a lot during the school year. Many of my students had had formal education before coming to my class. My students did attend elementary school throughout different schools in the city. The students are in special education because they are at least three levels below grade level.

We have three administrators. One principal and two assistant principals. Most of the responsibility for discipline is on the two assistant principals. There is also a PTA in our school and the president of that committee is a parent. Our community partners are Amica Insurance and they help provide the school with Perry bucks and prizes for the PBIS committee who has the school store. Perry is also a NASA explorer school and we have astronauts and other NASA personnel come to visit the school. Also the local colleges are partnerships with us and we give our eighth graders the opportunity to go and visit the college to see what they are like. Some of the colleges are Providence College, Brown, URI, and Bryant.


The location of the classroom is on Hartford Ave. across from the projects. This is a convenience because most of our families live in the neighborhood or in the projects. Many of the students do walk to school so it more convenient for the parents when trying to get to the school for a specific reason. My classroom is a good size for twelve students and an assistant. We have two teacher desks, fourteen student desks, and two tables that are used for displaying books and keeping materials on. There is plenty of light and the noise is a problem because the sound in the classroom echoes. It is much better with work and posters on the wall but it can be very loud when the room is full. I have had the same classroom for the past six years so students do get use to where my room is when it is time for them to come to Language or Math.

The purpose of why students are in my classroom is that they scored significantly below grade level on the NECAP tests in both reading and math and they were

determined to have a disability. The Language program is mandatory to use by the district in the effort to close the gap on NECAP. The Language program is very structured and focuses on all the different parts of reading. Some of the parts it focuses on is phonics, morphology, fluency, reading comprehension, sentence structure, vocabulary, writing, handwriting, spelling, grammar, usage, and reading selections. There are ten units in each book and within each unit there are ten lessons. The program has Books A-G covering a wide variety of skills. Many of the skills and reading selections are read and practiced more than once in each unit. Previously, the curriculum was very different. It was more of my responsibility to make sure that all the GLF's were covered in a quarter. We were expected to read memoirs, narratives, persuasive essays, and feature articles. Then students were expected to pick a topic and write their own memoir, narrative, persuasive essay, and feature article. Many graphic organizers were needed to be used and a lot of differentiated learning had to be done also. The Language program is prescribed and does have a teacher manual to follow however there are supplemental activities that can be used such as computer games and folder activities. There are required tests. There is the placement test to make sure the student does belong in the program and then each unit has short assessments in lessons five, eight, and ten. Skills, vocabulary, and spelling are tested but only if is first practiced throughout the lessons. The assessments are kept in a small booklet for each students. Each student keeps the booklet throughout the book. The summative assessment booklet tests all the skills from each book and is only given when the book is finished. This placed in the

student's permanent record folder.

The Language program has many materials that goes with it. There are student workbooks that students' can write in. There is also a hard covered text book which has the vocabulary, grammar explanations, and reading selections in it. The program also has a teacher's manual, a teacher's guide with supplemental activities in it, cd's with word games for supplemental activities, and overheads to help provide guided practice with the students'. The overheads go along with the what is in the student workbook. There is also a student assessment booklet that is used. The only required text is the hard covered text because the selections are all on the same theme. The Language program also has a huge selection of picture cards that are used throughout the lessons as well as morpheme cards and letters cards. These are kept on a pocket chart in front of the classroom and used each day. I have supplemented other texts by having students go to the library and choose a book that is on there level to have some independent reading time at the end of each class. With the lower students I would read with them or help them expand their sight word vocabulary. Students are mostly instructed around their workbooks and notebooks however some of the writing activities require that you have copies made ahead of time that students can write on directly. My assistant and I correct each workbook and it is used as a class participation grade. Also the grades from the content mastery booklet are put into a website computer program so that student's progress can be kept track of and reports can be produced. Also the summative assessments need to be put into the computer using the same website so that the next teacher can look at the



progress the student made and where to start them and in what book they need to start in.

Students in my classroom see me for one hundred minutes for Language or fifty three minutes for Math. In the ESL classrooms they can be either three hour, two hour, or one hour ESL depending on how long they have been in the country and how they score on their ACCESS tests. My class along with the ESL classes meet each day for the same amount of time. Language last year for special education met in the morning for the first four periods. The students in the first block had a hard time getting to class on time and it actually resulted in the failing of one student because he was always more than a period late. However this new school year Language will be taught in the afternoon and the schedule is going to rotate so students will have the opportunity to see me all different times of the day.

Lesson Plan Topic: Tolerance / Forgiveness, Fairness, Acceptance (Character Education taught through reading and social studies)

Grades: 6th to high school (This could be used with younger children but with different reading material)

GLE's for Reading and Writing

R-8-3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with word meanings, or precise vocabulary.

R-8.4-4 Identifying the characteristics of a variety of types/genres of literary text (e.g.

Literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales.

historical fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories.)

R.8-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced appropriate to text.

R.8-4.3 Generating questions before, during, and after reading to enhance/expand understanding and /or gain new information

R-8-5.3 Making inferences about cause/effect, internal or external conflicts (e.g. Person versus self, person versus person, person versus nature/society/ fate, or the relationship among elements within text (e.g. Describing the interactions among plot/subplots)

R 8-5.5 Explaining how the author's message or theme (which may include universal themes) is supported within the text.

R-8.16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective)

WIDA STANDARDS

English Language Proficiency Standard I: English language learners communicate in English for social and instructional purposes within the school setting.

Listening:

Level 3: Students will listen to the article Remember entire First Thanksgiving Story for one example of how the Indians were not showing forgiveness, acceptance, and tolerance.

Level 5: Students will listen to the article Remember entire First Thanksgiving Story by and remember two details from the article about how the Indians and Pilgrims did not show forgiveness, acceptance, and tolerance.

Speaking:

Level 5: Students will have a larger role in the play (requires more speaking) when reacting the first Thanksgiving.

Students will share with the class at least two or more examples of unfairness, unforgiveness, and unacceptance.

Level 3: Students will participate in the play and have a smaller part or help with the creation of props for the role play.

Students will also share with the class at least one example of unfairness, unforgiveness, and unacceptance.

Reading:

Level 5: Students will volunteer to read or be able to follow along with the text while the teacher is reading.

Level 3: Students will follow along in the text if possible if not students will listen to the article being read to them.

Writing:

Level 5: Students will write five ways the Native Americans and Pilgrims were not forgiving, accepting, or tolerant.

Procedure:

1. The teacher will brainstorm and predict (KWL chart) what the title of the article Remember entire "First Thanksgiving" story really may mean as a class. The teacher will also provide pictures of what was at the first thanksgiving as well as pictures of what the Native Americans and Pilgrims looked like. Also there will be pictures in the classroom of what life was like in the time of the Native Americans and Pilgrims so that students from other countries can get an idea of how life was and what it looked like.
2. The teacher will read the newspaper article Remember entire First Thanksgiving with the students while they follow along. The teacher will ask if there are any volunteers to who want to read the article to the class. If there are no volunteers then the teacher will read the article to the students.
3. All students will receive the graphic organizer to chart the unforgiveness, unfairness, and unacceptance between the Native Americans and the Pilgrims.
4. The classroom will be split into two groups and in those two groups students will need to fill in the graphic organizers about what was unfair, unforgivable, and unacceptable between the Native Americans and the Pilgrims. ✓
5. The class will come together as a whole and a discussion will begin around the unforgiveness, unfairness, and unacceptance between the Native Americans and Pilgrims.
6. After discussing unforgiveness, forgiveness, unfairness, fairness, unacceptance, and acceptance the students will be asked to look at their first graphic organizer and label each action as unforgivable, unacceptable, or unfair.

8. Students will now come up with some solutions in their group about how the Native Americans and Pilgrims could have handled their difference to satisfy both sides while being fair, accepting and forgiving.

9. After the first graphic organizer is completed students will then be asked to use the second graphic organizer to chart how the Native Americans and Pilgrims could have been more forgiving, accepting, and fair to each other. Students will then recreate the first Thanksgiving in a more forgiving, fair, and accepting manner in the form a short skit.

10. The students should keep there skit no longer than 15 minutes, every student needs to have a role in the skit, and it needs to include forgiveness, fairness, and acceptance.

11. If available the skits can be videotaped, or performed for other classrooms.

Assessment- Students will be graded on participation and the presentation according to the rubric. Students will also have their graphic organizers graded according to the standards, WIDA standards, and rubrics. The teacher will use a checklist and rubric to grade oral responses. There will also be a rubric for grading students' participation in their cooperative groups when making their skits.

Sample Progress- The teacher and teacher assistant will each sit in on one group in the classroom to make sure that students are on task. The teacher and teacher assistant will each have a checklist to assess student's progress. Also there will be a rubric that will be used for each student and their role in their cooperative group.

Four Strategies Used In the Lesson:

1. Multiple Intelligences- Body and Kinesthetic because students are moving about the room to make the skit of how the Native Americans and Pilgrims could resolve their differences.

Visual and Spatial- Students are using Visual and Spatial because students are recording their answers on graphic organizers. They are also creating props from the time period to be used in their skit.

Musical and Rhythmic- Students could chose to use music in their skit though it is not required.

Naturalist- Students will be exposed to the different foods of the culture of the Native Americans because it is mentioned in the articles and pictures will be provided.

Interpersonal- Students will be expected to assume the perspective of another culture and learn about the customs and values of both the Native Americans as well as the Pilgrims.

Verbal- Students will use there verbal skills when discussing fairness, tolerance, and acceptance between the Pilgrims and Native Americans. They will be reading, learning vocabulary, and discussing character education comments with their classmates.

2. Flexible Grouping- Students will be working in groups. The class will be spit up so that some of the shy students who don't usually talk are in a group with children that like to talk. Also the groups will be heterogeneously grouped by academic ability so that each student is able to contribute something different to the group.

3

Visual Learning- Students will have pictures with labels to refer to when talking about the first Thanksgiving. Students will also have graphic organizers to record their work on. Students will each be given a copy of the article to look and refer back to. Also student will make and create props for the skit they will perform.

4

Character Education- Students will be discussing and learning about the concepts of fairness, acceptance, and tolerance. These are important concepts that they will need in their everyday life both in high school and for the rest of their life especially when they are old enough to get a job.

The four kind of curriculum are very important for ELL students for them to become successful in both school and society. ELL students could benefit from these curriculum designs because it provides concrete examples for students who do not know what the first Thanksgiving is. It also provides many opportunities for students to share what they do know through reading, writing, speaking, and listening. These methods provide students with learning opportunities within their abilities and allows them to also stretch themselves to move to a higher academic level. Character Education and the learning of fairness, tolerance, and acceptance is something that ELL and or special education students sometimes struggle with but they are also vital skills to have for academic and job related success. Learning these skills in middle school would be very valuable for these students because it will help them ultimately achieve success in life when dealing with society.