

CDDS 264 - Seminar in School Subjects for Deaf and Hard-of-Hearing Children

Contact Information

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Class Meetings: Online (80%) and On Campus TBA (20%)

Office Hours: By appointment.

Course Description:

Prerequisites: CDDS 164 and permission of instructor. Special problems and techniques of adapting pre- K-12 school curriculum to the needs of deaf and hard-of-hearing children and youth; demonstration and practice. Project required.

Course Rationale:

This course provides participants with instruction and practice in pedagogical theory and practices specifically adapted towards the needs of DHH children. The use of critical pedagogy and reflective teaching is not only encouraged but expected of the future teachers in this course. Among the topics covered are: Classroom communication and discourse, differentiated instruction, active learning strategies, curriculum and content methods, assessment, and Individual Education Plans (IEPs).

Student Outcomes and Expectations:

Students in this course will be expected to do the following:

1. -To be able to distinguish and critically examine current literature on the pedagogy of children who are deaf and hard of hearing particularly in regards to research-based practices in content area instruction.
2. -Reflect critically on what they have learned, on the application of theory to practice, and on the work they have done as part of the graduate program, including previous field experiences.
3. -Develop a repertoire of skills and practical approaches to the pedagogy of D/HH children, including differentiated instruction, as adapted from current best practices in regular and special education.
4. -Design and construct a unit on a grade level topic that incorporates thematic approaches and differentiated instruction.
5. -Develop an Individual Education Plan (IEP) for students based on their needs and strengths based on assessment results and to be able to demonstrate how to adapt and differentiate instruction of state mandated curriculum to fit student IEPs.

6. -Each student will attend and participate in the Face to Face Meetings. See class schedule for dates. Times will be announced in the weekly announcements in Blackboard. You are REQUIRED to check weekly announcements at the beginning of each week. You should expect to log in to Blackboard 2-3 times per week. You are expected to spend approximately 7-10 hours per week doing coursework for CDDS 264.
7. -Each student will meet online when notated in syllabus. When online meetings are required they will be held twice during the week. Students can choose either session. One will be set for the evening; the other will be for morning.

Technical Requirements:

To take this class, you must have the following:

- A computer with a good quality webcam and high speed internet access.
- Firefox web browser on your computer. [Free Firefox download](http://www.mozilla.com/) at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
- An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
- Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use [Open Office](http://www.openoffice.org) which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
- Adobe Acrobat Reader. If you do not have the [Adobe Acrobat Reader](http://www.adobe.com) go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
- Quicktime Player. If you do not have this, [QuickTime Player](http://www.apple.com/quicktime/download/) is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
- Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.

It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Website Information and Support:

To access the course login to [Blackboard](http://blackboard.csufresno.edu) (<http://blackboard.csufresno.edu>) using your Fresno State username and password.

For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.

Required Texts:

Stewart, D., & Kluwin, T. (2001). *Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum*. Boston: Allyn & Bacon. ISBN: 020530768X.
Tomlinson, C. & C. Eidson (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades K-5)*. Alexandria, VA: Association for Supervision and Curriculum Development ISBN 0871207605

Bateman, B. & Herr, C. (2006) [*Writing Measurable IEP Goals and Objectives*](#) (2nd Ed). Verona, WI: Attainment Company. ISBN: 1578611490

Required Readings:

Most if not all of these readings will be posted in Course Documents. More readings may be added as the instructor sees fit.

Ash, T., (1993). *Reflective teaching: What am I doing? Why am I doing it this way?* University of Regina: Regina, Saskatchewan. (EDRS No. 360309).

Baldwin, L. (1997, March). *Negotiating meaning in a deaf bilingual setting*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (EDRS No. 415 716).

Easterbrooks, S., & Stephensen, B. (2006). An Examination of Twenty Literacy, Science, and Mathematics Practices Used to Educate Students Who Are Deaf or Hard of Hearing. *American Annals of the Deaf*, 151(4), 385-397.

Hartman, M. (1996). Thinking and learning in classroom discourse. *Volta Review*, 98(3), 93-106.

Kretschmer, R., & Kretschmer, L. (1995). Communication-based classrooms. *Volta Review*, 97(5), 1-18.

Livingston, S. (1997). *Rethinking the education of deaf students: Theory and practice from a teacher's perspective*. Portsmouth, NH: Heineman. (Chapter 5).

Mansilla, V., James, P., & Jaramillo, R. (1998). Generative Topics. *The teaching for understanding guide*. San Francisco: Jossey-Bass

Marschark, M., Lang, H., & Albertini, J. (2002). *Educating deaf students: From research to practice*, Chapter 1, Chapter 9. New York: Oxford University Press.

Pagliaro, C. & Kritzer, K. (2005). Discrete mathematics. *American Annals of the Deaf*, 150(3), 251-259.

Yager, C. & Luckner, J. (1999). Itinerant teaching: The inside story. *American Annals of the Deaf*, 144(4), 309-314.

Website: <http://www.needsoutreach.org/Pages/sl.html> Embe Outreach, American Sign Language Library. The Deaf and Hard of Hearing Information Clearinghouse.

California Department of Education Website

Go to the following website to find resources for IEPs

<http://www.cde.ca.gov/sp/se/sr/iepresources.asp>

California Framework Websites

Go to the following website to find frameworks

<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

Communication Protocol:

- If you wish to contact the instructor, please do so by e-mail. Please make sure you type 'CDDS 264' in the subject heading. You can usually expect a reply within 48 hours, if you send the e-mail between Sunday evening and Friday morning.
- In your videos or live situations, you are expected to use American Sign Language.

Grading:

Grades will be based on the following:

- 30% Mid-term and Final Examinations
- 25% Course Project
- 15% Class Participation in Live Classes
- 15 % Summary Videos on Readings
- 15% Discussion Board Vlogs

All assignments are expected to be completed and submitted to the instructor by the due date. Extenuating circumstances will be taken into consideration if the instructor is notified **before** the deadline. Late submissions will have the grade reduced by 50%. No submissions will be accepted after the last day of classes as posted in the university schedule.

Final grades will be awarded based on the following percentage totals:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- < 60 = F

Note: Final percentages will be rounded off to the nearest whole number.

Mid-term and Final Examinations:

These will be student-constructed. You will submit potential examination questions using verbs based on Bloom's taxonomy a week in advance to the examination. These questions will be worth 10% of your exam grade. The instructor will construct your exam based on your question plus some additional questions as needed. The instructor reserves the right to reject your questions if they are deemed to be academically inferior. These exams will be take-home and will require that you cite your sources of information (See also the policy on cheating and plagiarism below).

Course Project:

You will design and write a thematic unit based on a California Curriculum Framework that incorporates differentiation, active learning strategies, adaptations for DHH students, and assessment including rubrics. Your unit will be based on the Differentiation in Practice framework. Your lesson must include five lessons for each of the following content areas: Social Studies, Math, English Language/Literacy, and Science (one lesson will be dedicated to the area of Health). You must weave concepts from all content areas into other areas. You must also include the Deaf Community or Deaf Culture or Deaf Role Models into your lesson in various places. Your thematic unit will be presented in a white 1 ½ inch binder. You will present this project to the class at the end of the semester.

As part of your Course Project, you will need to complete the following requirements:

Thematic Unit Proposal: Your proposal will be emailed to me by midnight of the due date (see weekly announcements). Keep an eye on the announcements for the specific date, but know that it will be sometime during the week of September 10th.

Thematic Unit Proposal Requirements:

1. **Description** - This portion should be 3-4 sentences with a general explanation of what students will do during the unit. (ie: Students will participate in hands on activities...students will use classroom discourse to understand....students will use technology....students will be exposed _____ concepts by... etc.)
2. **Student Demographics** - This portion of the proposal should list information describing the make up of the class (you can base this on your experience in various DHH classrooms over the last couple of years....what do these classes tend to look like?) You will need to list information such as: grade level, student ages, what % are male, what % are female, specify what types of hearing loss the students use, are they using amplification or not, explain that they may or may not have other special needs, explain that some use ASL, while others use sign supported speech, etc.
3. **Essential Overall Questions** - This section of your proposal should have 3 or 4 general questions about the topic at hand and why studying this unit is pertinent to students in the world. (ie: If you plan on choosing China as your thematic unit, one essential question you may have is "Why are understanding cultural differences important to society?" You are not necessarily going to teach to these questions directly, but they should be the underlying guidance for you, as the teacher, for teaching this particular theme.)

Generative Topic: *Your Generative Topics will be emailed to me by midnight of the due date. Keep an eye on the announcements for the specific date, but know that it will be sometime during the week of September 10th. (Note: A copy of your Generative Topic is to be included in your Thematic Unit Binder).*

A Generative Topic is a broad theme, or concept that you will thread through your unit. You will use this topic in a variety of ways to tie your lessons together.

Your topic should be interesting to students, interesting to you, the teacher, and allow for connections through various content areas. It is also important that you check to make sure the topic you choose is age-appropriate and has materials accessible for the grade/age level you are teaching.

You must have Generative Topics for Science, Mathematics, Social Studies and Literature. Concepts should be reinforced from one content area to another.

NOTE: Your Thematic Unit Project will contain 5 lessons for each of the following content areas: Literature, Science, Social Studies and Mathematics. When choosing your Generative Topics, you will want to make sure that you have enough creative ideas to cover each of the content areas. You will also try to weave Deaf adults/Deaf culture into a few of your lessons somehow.

Unit Objectives and Instructional Strategies

This assignment will be emailed to me by _____ at _____pm. Keep an eye on your weekly announcements for more specific information. **A copy of this assignment will be printed and included in your Thematic Unit Binder.**

You will use the various content standards across subject areas to come up with specific

unit objectives and instructional strategies for each content area (Social Studies, Science, Mathematics, Literacy and some focus on DHH issues).

Unit Objectives:Content Standards are very broad statements about general concepts to which the students will be exposed.

Your unit objectives should be more specific in terms of what you want the students to know/understand/do at the end of the unit. These objectives do not need to be written like S.M.A.R.T. lesson plan or IEP objectives. Unit objectives are more general than lesson plan/IEP goals, but more specific than content standards. They are more along the lines of expectations or outcomes.

i.e.:

At the completion of this unit, students will be able to:

- 1. Define the terms galaxy, solar system, planets, moons, stars and sun*
- 2. Students will be able to discuss a 3-D model of the make up of our solar system*
- 3. Student will list the qualities that make Earth suitable for human life as compared to other planets*
- 4. Students will be able to discuss placement value when discussing distances between landforms on Earth and various spans of time in years, etc.*

Keep in mind, you will have a long list of unit objectives...the unit objectives should include skills in Social Studies, Science/Health, Mathematics and Literacy. You should also try to include several objectives around the Deaf community, Deaf culture, Deaf role models, and if applicable, ASL. You can organize them in any fashion that appeases you (by subject matter or by chronological order as they appear throughout the unit). The important part is that they appear organized!

Instructional Strategies:

Instructional Strategies should be listed. Instructional strategies include methods/approaches/techniques, etc. that you will use to have students acquire/learn the skills you have set up goals and objectives for.

Some examples are include, but are not limited to:

LEA activities

games

pairwork

cooperative learning groups

project design (costumes, creating a 3 D model, panoramic, picture box, wind-chime, mask, irrigation system, etc.)

quizzes

homework

skits

class discussions

research

internet activities

videos

journal writing

reading practice

learning checks

etc. etc.

You can organize them in any fashion that appeases you (by subject matter or by

chronological order as they appear throughout the unit). The important part is that they appear organized!

This assignment will be emailed to me by _____ at _____pm. You will also print out a hard copy and include it in your Thematic Unit binder.

Unit Overview Matrix:

For this assignment you need to create a spreadsheet or table of some sort laying out the information contained within your thematic unit project.

It should be a document that you can show a substitute teacher, administrator, parent, etc. so that in a glance, they would have a clear idea of what is included in your unit. You may want to sketch this out at the beginning to help you develop a plan, but realize it will be a work in progress and most likely go through a number of transformations as your unit is being built.

You can break your matrix up into categories such as:

1. Content Areas
2. Objectives to be worked on
3. Materials (books, articles, websites)
4. Assignments (projects, worksheets, cooperative group activities etc.)

You will have to create a matrix that works for you and your unit. There are numerous samples online...feel free to Google them and find something that appeals to you. **YOU MUST INCLUDE WAYS IN WHICH YOUR LESSONS HAVE BEEN DIFFERENTIATED!**

You can organize your matrix in any fashion that appeases you (by subject matter or by chronological order as they appear throughout the unit). The important part is that it is fairly thorough and appears organized!

Class Participation in Live Classes:

This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others' views, and participates actively in small groups. Attendance of Face to Face meetings are MANDATORY!

Discussion Board and Vlogs:

Discussion Board questions will be posted by the instructor. You will post a response as well as respond to at least one other posting by another student. Discussion Board topics give you an opportunity to reflect and debrief about information you learned during each module. Note: You must also reply to one of your classmates posts as well.

Discussion Board Question #1:

Please respond to the following two questions in this post:

1. How did you become interested in the field of Deaf Education?
and
2. What experience have you had in a DHH classroom? Please do not name names, but be specific about what type of classroom it was, grade level, what mode of communication was used, etc.

Note: You must also reply to one of your classmates posts as well.

Discussion Board Question #2:

Discuss how you plan to give students the opportunity to use discourse in your classroom on a daily basis.

and

How will you create a positive behavior management system in your classroom? Be specific about what types of strategies you will employ.

Note: You must also reply to one of your classmates posts as well.

Discussion Board Question #3:

Think back to your experiences as a young student. What are some ways your teachers differentiated instruction when you were in classes? Think about Science, Social Studies, Math, etc.

Note: You must also reply to one of your classmates posts as well.

Discussion Board Question #4:

What are some ways you can connect Deaf Culture to Literacy in your DHH classroom? Explain why you think it is important to do so.

Note: You must also reply to one of your classmates posts as well.

Discussion Board Question #5:

What are some places in your local community that you can take your students to discover the world of science? Explain why these places might be motivating to your students.

Note: You must also reply to one of your classmates posts as well.

Discussion Board Question #6:

Reflect on your Social Study education. Did you enjoy this subject in school? Why or why not? How will this impact you as a teacher of DHH students teaching Social Studies?

Note: You must also reply to one of your classmates posts as well.

Discussion Board Question #7:

Post a math word problem and explain in detail how you would teach a DHH student how to solve the problem using authentic experiences.

Note: You must also reply to one of your classmates posts as well.

Discussion Board Question #8:

How do you feel about conducting an IEP meeting? Why? Be specific regarding what you are excited or nervous about. Where will you go for support?

Note: You must also reply to one of your classmates posts as well.

VLOGs: You will post an introduction VLOG during Module 1 introducing yourself. During Module 8, you will post a second VLOG explaining your experience(s) with IEPs. You will sign in ASL for each VLOG. Your VLOG should be a minimum of 5 minutes and not longer than 7 minutes. VLOGS will be posted in Blackboard.

Other Assignments:

Interviews – Appropriate Behavioral Norms in Deaf vs. Hearing Environments (Module 2)

You must Interview a total of 2 individuals. (One will be a Deaf person who has attended or is attending a Residential School for the Deaf, the second person will be a Deaf person who is attending or has attended a Mainstream Program.) You will ask them about specific Behavioral norms in Deaf Culture (see module notes) and determine whether or not they follow the same norms in an environment that is dissimilar (ie: Does the residential student follow the same norms when in a mostly hearing environment, and does the mainstream student follow the same norms when at an all Deaf event?).

Lastly, you will write a paragraph explaining how you will incorporate a way to introduce topics to your DHH students, on acceptable behavior in both settings. The goal is for students to be respect the fact that specific cultural differences do exist and to be able to articulate what behavior is appropriate for which setting and why.

Stimulus/Response/Consequence (SRC) Chart Assignment (Module 2)

You will observe one DHH student who is working on improving his/her behavior (any grade level, any setting).

You will complete the SRC Chart and write an analysis based on your observations.

You must include possible replacement behaviors you might attempt to model if he/she were your student.

You must also come up with 3 possible consequences that might diminish the negative behavior or reinforce positive behavior.

This will be worth an extra 10 points to your Midterm Exam.

List of Resources (during Module 5):

When transitioning your DHH students, you must set them up with a variety of resources. For this assignment, you are to compile a list of a minimum of twenty organizations that support individuals with hearing loss. The resources can include, but are not limited to: local agencies, local organizations, websites, professionals in the community, books, articles, etc. Don't forget about local and federal government programs alike. Make sure you have some that cover the areas of health, vocational training, advocacy, interpreting, etc.

Your list must include a brief description of services and contact information.

IEP Goals/Objectives (during Module 8):

Write measurable IEP goals and objectives for the following subject areas:

1. Math - related to money (you can determine grade level)
2. Math - related to addition (you can determine grade level)
3. Math - related to solving equations with an unknown variable (you can determine grade level)

Mock IEP Reflection (during Module 8):

Please write a two page reflection of your experience preparing for and participating in the Mock IEP. Be sure to cover the title and role of the various multidisciplinary team members. What have you taken away from this experience that you will be able to apply to your own experience as a classroom teacher in the near future? Based on the Mock IEP, what are some other community resources the student may benefit from?

This is a mandatory assignment that will be factored into your participation grade for the Face to Face meeting sessions.

UNIVERSITY POLICY & PROCEDURES

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities (278-2811).

Honor Code:

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#):

www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf

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and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Tentative Course Schedule: (Subject to change)

Date	Topic	Readings & Assignments
8/17	Face to Face Meeting	On Campus - Activities
8/18	Face to Face Meeting	On Campus - Activities
Week of 8/20/12	Module 1 : Introduction and Orientation to course	Blackboard Orientation Certificate of Completion Syllabus Quiz Look at California Content Standards Discussion Board Question #1 Introduction VLOG Begin thinking about Course Final Project (Thematic Unit)
Week of 8/27/12	Module 2: Reflective Teaching, Communication, Classroom Discourse, Behavior Management	<i>Ash;</i> <i>Baldwin;</i> <i>Kretschmer & Kretschmer;</i> <i>Hartman;</i> <i>Marschark Introduction</i> Discussion Board Question #2 Interviews – Behavioral Norms SRC Chart Assignment
Week of 9/3/12	Module 3: Differentiation, Active learning approaches, Classroom Technology,	<i>Stewart and Kluwin, Ch. 1;</i> Teaching Deaf Children: Characteristics and Themes <i>Stewart and Kluwin, Ch. 8;</i> Integrating Technology into your Teaching Proposal for Unit Project due Generative Topic for Unit due Classroom Behavior Management Plan
Week of 9/10/12	Module 3: Differentiation, Active learning approaches, Classroom Technology,	<i>Marschark Ch 9;</i> <i>Tomlinson Part 1.</i> Discussion Board Question #3
Week of 9/17/12	Module 4: Literacy	<i>Livingston;</i> <i>Stewart and Kluwin, Ch. 4;</i> Teaching Literacy <i>Mansilla, et al.</i> Literacy Lesson Plan Due Discussion Board Question #4

Date	Topic	Readings & Assignments
Week of 9/24/12	Module 5: Science and Health	<i>Technical Science Signs</i> <i>Easterbrooks & Stephensen;</i> <i>Stewart and Kluwin, Ch.2;</i> Teaching Science <i>California Science Framework and Standards</i> <i>DeafMD website</i>
Week of 10/1/12	Cont. Module 5: Science and Health	Science Lesson Plan Due (must include an experiment) Health Lesson Plan Due List of Resources for Deaf and Hard of Hearing Children Discussion Board Question #5
Week of 10/8/12	Module 6: Social Studies	<i>Stewart and Kluwin, Ch. 3;</i> Teaching Social Studies <i>California Social Studies Framework and Standards</i>
Week of 10/15/12	Cont. Module 6: Social Studies	Social Studies Lesson Plan Due Unit Objectives and Instructional Strategies Due Discussion Board Question #6
Week of 10/22/12	<i>Module 7: Mathematics</i>	<i>Stewart and Kluwin, Ch. 6.</i> Teaching Mathematics <i>California Mathematics Framework and Standards.</i> <i>Pagliaro and Kritzer</i>
Week of 10/29/12	Cont. Module 7: Mathematics	Math Lesson Plan Due Discussion Board Question #7 Unit overview matrix due Bring mid-term questions.
11/2	Face to Face Meeting	On Campus - Activities
11/3	Face to Face Meeting	On Campus - Activities
11/4	Face to Face Meeting	On Campus - Activities
Week of 11/5/12	Module 8: Assessment, IEPs and Itinerant Teachers	<i>Bateman & Herr</i> <i>Yager & Luckner</i> VLOG regarding IEPs
Week of 11/12/12	Cont. Module 8: Assessment, IEPs and Itinerant Teachers	California Department of Education – Resources for IEPs Measurable IEP goals due Discussion Board Question #8 MOCK IEP Reflection Write Up (this will be held during the Face to Face Meeting)

Date	Topic	Readings & Assignments
Week of 11/19/12	Work on Final Projects	
Week of 11/26/12	Work on Final Projects	
Week of 12/03/12	Final Project Presentations	
Week of 12/10/12	Final Project Presentations	Bring Final Exam questions
	Final Exam posted via e-mail	
DATE	Take-Home Final Exam Due	

NOTE: The contents and schedule are subject to change as circumstances warrant. It is the responsibility of the student to make note of any changes announced by the instructor.