EDC 302

Instructions for THEMATIC UNIT

Directions: The major project for this course will be the development of a “thematic unit” that incorporates academic curricula for the students with significant disabilities. Candidates are encouraged to read and study the article, “Teaching Literacy to Students with Significant Cognitive Disabilities” by Cooper-Duffy, Szedia, and Hyer in *Teaching Exceptional Children* for the theory and a model of how to complete this assignment. The following directions that are specific to the assignment will use this article as a reference:

1. Select a theme or topic to teach (pp. 33-34). Common themes come from seasons, animals, age-appropriate literature, current events, famous people, etc. Discuss the ideas with other candidates, cooperating teachers, etc. Develop a list of materials, resources, and activities that MIGHT be used in teaching the theme
2. The thematic unit must be based upon the students that you are working with in your placement. You are to select a minimum of four (3) students to be part of your “mock class”. You will need to read any evaluation reports and identify strengths, weaknesses and potentials areas for instruction. You will then need to create two tables:
	1. Table 1 will describe each student (name, age/grade, disability, strengths, weaknesses, etc.).
	2. Table 2 will list the students’ goals and connect them to the ALCOS (see page 34, Table 2).
3. The goal is to develop a unit based upon a theme (which has been selected). The unit should last five days (one week) and include some type of summative assessment (portfolio, product, etc.). Based upon the students’ goals and the ALCOS, you are to develop lesson plans for five (5) days. You may use any lesson plan format that you like, but you are encouraged to cover the information as presented on page 35 of the article.
4. Make sure that your lesson plans explicitly list the key vocabulary and concepts the students will learn while participating in the thematic unit. Include this directly into your lesson plan (please make it easy to find).
5. The lesson plans should also include adaptations or modifications that are made to materials. If you plan to use any paper materials (worksheets, art projects, etc.), you must include a sample, resource list and/or example of the item.
6. You will NOT be required to complete a Systematic Instruction Plan (SIP) for all of your students. You will be required to develop ONE plan for ONE student (your pick) for ONE lesson. Follow the example found on pages 36-37 (Figure 4).
7. Include an evaluation component as part of the unit. For this exercise, develop a Checklist and Data Collection Sheet similar to Table 5 found on page 38.

The entire project is due on June 30. You may discuss the project with your cooperating teacher, other students, and the professor at any time. However, make sure that the YOU complete the project, not someone else. It is expected that the entire project will be somewhat lengthy and should be turn in to the professor in some type of folder (your choice).

See the rubric for grading specifications.

EDC 302

Thematic Unit Rubric

|  |  |
| --- | --- |
| **Criterion** | **Points**  |
|  |  |  |
| **Professionalism** |  | **15** | **10** | **5** | **0** | **Points Earned** |
|  |  | Overall unit plan is well-written using correct academic language, grammar and spelling. Text and tables are formatted according to the syllabus. Unit is logically organized alleviating the need to “hunt” for materials or content related to each lesson. | Overall unit plan is well-written but has 5-10 spelling and/or grammatical errors. Formatting may be awkward and minimally difficult to follow but does contain all required materials. | Overall unit plan contains more than 10 spelling and/or grammatical errors. Unit is missing one or more key items which prohibits the unit from being utilized. | Unit plan is incomplete, has significant grammatical and/or spelling errors, and does not follow the outline provided in the syllabus. |  |
|  |  |
| **Student Information** | **25** | **20** | **10** | **5** | **0** | **Points Earned** |
|  | Two tables are provided in the introduction of the unit. Each table must contain the items listed in the unit directions. A score of 25 is indicative of all information being provided, tables formatted in an easy to read format and free from all grammatical and spelling errors. Tables use appropriate and professional language. | Two tables are provided but one piece of information listed in the directions is missing. A score of 20 is indicative of the majority of required information being provided, tables formatted in an easy to read format and having no more than 2 grammatical and/or spelling errors. Tables use appropriate and professional language. | Two tables are provided but 2 pieces of information listed in the directions are missing. A score of 10 is indicative of missing information, tables formatted in an easy to read format and having more than 2 grammatical and/or spelling errors. Tables use appropriate and professional language. | Two tables are provided but missing more than 2 pieces of information listed in the directions. A score of 5 is indicative of missing information, poor formatting, and grammatical and/or spelling errors. | Missing key content. Multiple spelling and/or grammatical mistakes. Formatting makes the tables difficult to access or interpret. |  |
|  |  |
| **Theme and Objectives** |  |  | **15** | **5** | **0** | **Points Earned** |
|  |  |  | Theme is age appropriate and objectives reflect age appropriate standards (identified) | Theme may appear age appropriate but objectives do not reflect age appropriate standards | Theme is inappropriate to age group and objectives do not match age appropriate standards. |  |
|  |  |
| **Key Concepts** |  |  |  | **5** | **0** | **Points Earned** |
|  |  |  |  | Key vocabulary words are identified and defined. Vocabulary is clearly linked to the standard. | Key vocabulary may or may not be identified or defined. Selected academic language is not linked to age appropriate standards. |  |
|  |  |
| **Lesson Plans** |  | **20** | **10** |  | **0** | **Points Earned** |
| **Overall Unit Design** |  | Unit is authentic and contains 5 lesson plans which are all thematically connected.  Unit contains premade examples of any materials to be completed and contains a list of materials, resources and where they can be purchased or located.Unit contains a pre-unit assessment and a post-unit assessment, both of which were designed by the university student, are age appropriate in vocabulary and format, and contain sufficient number and variety of questions to assess student knowledge. | Unit contains 5 lesson plans which are all thematically connected. One or more aspect of the unit are not authentic to the university student. Unit is missing one or more premade examples of any materials utilized. The unit resource list is not comprehensive or is missing information required for a score of 20. Unit assessments are not age or developmentally appropriate, use only one style of questions or are not sufficient in number to evaluate student knowledge. |  | Overall unit design is not built thematically and is missing multiple elements required for a score of 10 or more.Multiple aspects of the unit are not authentic to the university student. |  |
|  |
|  |  | 20 | 10 | 5 | 0 | Points Earned |
| Lesson Plan #1 |  | Clearly identifies and instructs how lesson is to be taught. Includes: lesson introduction, connection to prior knowledge, content instruction, instructional practice, independent practice and lesson closure. |  |  |  |  |
| Lesson Plan #2 |  | Clearly identifies and instructs how lesson is to be taught. Includes: lesson introduction, connection to prior knowledge, content instruction, instructional practice, independent practice and lesson closure. |  |  |  |  |
| Lesson Plan #3 |  | Clearly identifies and instructs how lesson is to be taught. Includes: lesson introduction, connection to prior knowledge, content instruction, instructional practice, independent practice and lesson closure. |  |  |  |  |
| Lesson Plan #4 |  | Clearly identifies and instructs how lesson is to be taught. Includes: lesson introduction, connection to prior knowledge, content instruction, instructional practice, independent practice and lesson closure. |  |  |  |  |
| Lesson Plan #5 |  | Clearly identifies and instructs how lesson is to be taught. Includes: lesson introduction, connection to prior knowledge, content instruction, instructional practice, independent practice and lesson closure. |  |  |  |  |
|  |
| Student Outcomes for Overall Unit |  |  | 20 | 10 | 0 | Points Earned |
|  |  |  | At the conclusion of the unit, each student must have one completed piece of authentic comprehensive data. This item may take many forms such as a notebook, portfolio, project etc. This item clearly demonstrates student learning across the unit and is linked to unit objectives and content standards. | A plan is evident for a post unit comprehensive data point but the deliverable is not authentic to the university student. | Deliverable is not authentic to the university student, is not age appropriate or correspond to the objectives taught in the unit. |  |
|  |
| Accommodations and Modifications |  |  | 20 | 10 | 0 | Points Earned |
|  |  |  | Each lesson plan clearly includes a section which identifies the following:what aspects of the lesson need to be altered, in what way and for which child or children. Each lesson plan will include directions regarding instructional accommodations/modifications and work sample accommodations/modificationsExamples of all modifications and/or accommodations are included in the unit with each lesson plan. | Each lesson plan contains a section related to accommodations and modifications but is missing content which enables the reader to know who, when and how they are to be utilized. | Most lesson plans contain a section related to accommodations and modifications. One or more lesson plans are missing this information or are missing content which enables the reader to know who, when and how they are to be utilized. Completed examples of the accommodations/modifications are missing from the submitted unit. |  |
|  |
| SIP |  | 15 | 10 | 5 | 0 | Points Earned |
|  |  | Systematic Instruction Plan is developed for one student. Follows procedures and content as outlined of page 37 of required reading. All information is provided, well-written with sufficient detail and is free from grammatical and spelling errors. |  |  |  |  |
|  |
|  | Point Total Earned: |
| Total Points Possible: |