



SCHOOL OF EDUCATION AND  
COUNSELING PSYCHOLOGY

**Department of Education**  
**MATTC**  
**EDUC 263 (3 Units)**  
*Section #26137*

**ELEMENTARY METHODS IN SOCIAL STUDIES AND THE ARTS**  
**SPRING**

*Be the change you want to see in the world.*

Mahatma Gandhi

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*Course Meeting: Mondays, 4:00-7:00 PM*  
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**Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice. Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

*MS/SS Teaching Credential Program Learning Goals (PLGs)*

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

## Course Description

In this course, multiple subject credential candidates learn how to design, implement, and evaluate standards-based social science lessons and how to integrate content from the California content standards for visual and performing arts, and the California Common Core. The course emphasizes mastery of instructional strategies that create opportunities for all students, including English learners and students with special needs, to read and write about how to use social studies for social justice and how to incorporate the visual and performing arts as ways to express and visually represent meaningful learning in equity education. Topics include working with curriculum frameworks and content standards, developing curriculum units, and planning lessons that maximize the learning of all students.

## Course Objectives

This course will develop students' knowledge of or skills through the...		Standard/Goals Addressed			
		DG	PLG	UTPE	MMSN TPE
1	Review and implement the California History Social-Science Curriculum Framework and Content Standards for grades K-8.	1	1, 2	3.1	
2	Examination of the various academic disciplines represented in the elementary Social Studies, Visual and Performing Arts curriculum and generation of ideas for how best to engage young learners in the study of Social Studies connecting it to real-life contexts, providing active learning experiences, and including accommodations and modifications for students with an identified disability.	1	1 - 5	1.3, 1.7	1.1, 2.1,
3	Demonstration of evidence-based principles, digital tools, and practices for the development of academic language goals, comprehension and knowledge in History-Social Science, Visual and Performing Arts curriculum, making grade-appropriate content comprehensible to all students including students with disabilities by implementing the Universal Design for Learning (UDL) Framework in curricular lesson design.	1, 3, 5	1 - 6	4.8	1.2, 3.1, 4.2,
4	Use of effective strategies to collaborate and communicate with students, families, colleagues, and the school community to access optimal learning experiences, and appropriate instructional environment for all learners including students with an identified disability. Use strategies to support positive psychosocial development and behavior for all students including students with disabilities in the Least Restrictive Environment.	1,3,4, 5	1,5, 6	4.5	1.7, 2.4, 2.8, 2.9, 4.3, 4.7
5	Creation of a collaboratively developed, standards-based, backward-designed, social justice Social Studies curriculum unit plan that utilizes a performance assessment design process and includes the California Social Studies and Arts standards. The unit will implement a system to assess, plan, and provide academic and social skills instruction to support critical thinking and positive behavior in all students,	1 - 5	1-6	1.3, 1.5, 1.7, 3.1, 3.3 3.4, 4.3, 4.5 4.8, 5.1 5.3	2.10, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.6

	including students who present complex social communication, behavioral and emotional needs and students that need assistive technology.				
6	Planning of instruction aligned with the History-Social Science, Arts, and California Common Core framework/content standards that meets the varying needs of a diverse student population including English learners and students who present physical/medical access issues and demonstrate difficulty acquiring and retaining new information due to poor memory processing as well as neuro behavioral issues.	1-3	1-6	3.1, 3.3	4.5
7	Creation of a performance-based assessment task and rubric that reflects the interconnectedness of social studies and literacy, monitors student progress toward learning goals for all students including students with an identified learning disability, and uses a variety of assessment tools.	1	1-3	4.3, 4.5, 5.1	1.4, 5.1, 5.2, 5.6
8	Development of a critically reflective teaching disposition that seeks out opportunities for professional growth.	2	4, 5	1.5	
*DG=Department Goals; PLG=Program Learning Goal; UTPE=Universal Teaching Performance Expectation Standard; MMSN = Mild Moderate Support Needs TPEs					

### **Required Text(s) and Readings**

1. Agarwal-Rangnath, R. (2013). *Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers*. New York, NY: Teachers College Press. ISBN: 978-0-8077-5408-5
2. Torres, T., & Barber, C. R. (2017). *Case Studies in Special Education: A Social Justice Perspective*. Springfield, IL: Charles C. Thomas Publisher. ISBN-13: 978-0398091736

### **3. PROFESSIONAL BOOK CLUB SELECTIONS**

	TITLE	YEAR	AUTHOR	PRICE
1	<a href="#">Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K-2 Classroom</a>	2020	Ruchi Agarwal-Rangnath	\$29.95
2	<a href="#">Being the Change: Lessons and Strategies to Teach Social Comprehension</a>	2018	Sara K. Ahmed	\$23.52
3	<a href="#">Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades</a>	2006	Mary Cowhey	\$28.00
4	<a href="#">Social Justice Talk: Strategies for Teaching Critical Awareness</a> *eBook recommended – great videos!	2020	Chris Hass	\$24.00 \$21.00 eBook

### **Document Downloads**

1. [California Department of Education. \(2016\). History-Social Science Framework for California Public Schools, Kindergarten through Grade 12.](#)
2. [California Department of Education. \(1998\) History-Social Science Standards K-12](#)
3. [California Arts Standards for Public Schools. \(2019\) PreKindergarten Through Grade Twelve](#)
4. [California Department of Education. \(updated 2013\). Common Core State Standards for English Language](#)

*Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Kindergarten through Grade 12*

5. [California County Superintendents Educational Services Association. \(2008\). K-6 Visual and Performing Arts Curriculum Guide: Examples of Integrated Lessons](#)

### **Course Requirements/Assignments**

Grades are based on a 430-point total. Distribution of points across assignments is as follows:

<b>Course/Requirements/Assignments</b>		<b>Points</b>	<b>Due Date</b>	<b>UTPE Assessed</b>	<b>TPE/MMSN TPE Assessed</b>
1	Professional Conduct	200	Weekly		
2	Online Module Reading/Reflection	150	4/5, 4/12, 4/19, 4/26, 5/3, 5/10	1.3, 1.5, 1.7, 3.1, 3.3, 3.4, 4.3, 4.5, 4.8	2.4, 3.1, 1.7, 2.1, 2.8, 2.9, 2.10, 3.1, 4.1, 4.2, 4.3, 4.7, 5.1, 5.6
3	Professional Book Club 3-2-1 Response Sheet	20	Weekly	4.5	1.1, 1.2, 1.4, 1.7, 2.1, 2.4, 2.8, 2.9, 2.10, 3.1, 4.1, 4.2, 4.3, 4.5, 4.7, 5.1, 5.2, 5.6
4	Curriculum Unit Plan / PowerPoint Slides <b>* Signature Assignment</b>	60	6/7	1.3, 1.5, 1.7, 3.1, 3.3, 3.4, 4.3, 4.5, 4.8, 5.1, 5.3	1.2, 1.4, 1.5, 1.7, 2.1, 2.4, 2.9, 2.10, 3.1, 4.2, 4.3, 4.4, 4.5, 4.7, 5.1, 5.6

### **Asynchronous Modules**

In this course, you will be required to complete two asynchronous modules that address special topics to help you develop your Curriculum Unit Plan.

<b>5/10</b>	<b>UDL in Social Studies</b>
	<p>The purpose of this module is to help you understand how to integrate the Universal Design for Learning (UDL) Framework into your unit plan. The UDL Framework is based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can:</p> <ol style="list-style-type: none"> <li>a. support access to optimal learning experiences that connect to real-life contexts and promote active learning <b>MMSN TPE (Practice TPE 2.4) (Introduce UTPE 1.3)</b></li> <li>b. adapt, modify, accommodate and differentiate instruction for all students including students with identified disabilities to promote learning in the Least Restrictive Environment. <b>MMSN TPEs (Practice/Assess TPE 3.1, Practice/Assess TPE 1.7, Practice/Assess TPE 2.1, Practice TPE 2.8, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Introduce/Practice TPE 4.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.3, Practice/Assess TPE 4.4, Practice/Assess TPE 4.7, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPE 5.6) UTPEs (Practice UTPE 1.5, 4.5; Assess UTPE 1.5,</b></li> </ol>

	<p>3.1, 3.3, 3.4)</p> <p>c. adjust teaching strategies for students who present with physical/medical access issues or have difficulty acquiring and retaining new information due to poor memory processing.</p> <p><b>MMSN TPE (Practice/Assess TPE 4.5) (Assess UTPE 4.8)</b></p>
5/24	<p style="text-align: center;"><b>Gender Diverse Social Studies</b></p> <p>The purpose of this module is to develop an awareness of how gender diverse social studies learning can be integrated into student’s social studies understanding. Gender diverse social studies is one of the critical changes reflected in the CA HSS Framework requiring students in California to learn the history and contributions of LGBTQ Citizens.</p> <p>In 2011, California passed Senate Bill 48 (FAIR “Fair, Accurate, Inclusive, and Respectful Education Act”) which is a California law mandating the inclusion of political, economic, and social contributions of persons with disabilities, and lesbian, gay, bisexual and transgender people in social studies teaching.</p> <p>In 2017 California state law required that in grades 2-12, children’s Social Studies curriculum will include lessons on gender diversity and the achievements of lesbian, gay and transgender community in a historical and present-day context.</p> <p>In this module you will:</p> <ol style="list-style-type: none"> <li>a. watch what happens when you bring gender training to a public elementary school.</li> <li>b. reflect on how you feel about teaching gender inclusive social studies.</li> <li>c. review the GLSEN curriculum and research study.</li> <li>d. learn how to effectively communicate with parents.</li> <li>e. develop a book talk for a gender inclusive children’s book.</li> </ol> <p><b>(Assess UTPE 4.3)</b></p>

**1. Professional Conduct (200 pts) Due: Weekly**

The professional conduct requirement includes the six dimensions described below.

**Attendance**

Regular attendance at all synchronous class meetings is a requirement in the MATTC program. Each Curriculum Unit Group will sign up for a 1.5 hr. synchronous class timeslot in our Google Drive. Optional make up work is offered pending instructor approval. You must use [Zoom](#) to join ALL online classes or attend another section of this class if you make prior arrangements with the instructor.

Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class entirely without any point reduction. To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

1 unexcused absence – 20 points deducted from your final grade.  
2 absences –40 points deducted from your final grade.  
3 or more unexcused absences – You will be dropped

Students will not be penalized for absences due to the observance of religious holidays falling on scheduled class days; *please give me advance notice of these absences so I can make the necessary accommodations.*

### **Punctuality**

Zooming into class on time and ready to learn is a course expectation. Please sign in on the class attendance google doc sheet when you arrive for class to receive credit for your on-time arrival to class. Knowing that there are times when unexpected circumstances arise that may result in late arrival, please note this on the sign in sheet with an “ET” (excused tardy). Depending on the time of your arrival may impact whether or not you receive the full 20 points for your Professional Conduct grade.

### **Preparation**

The quality of our class sessions and the depth of your learning depend directly on your preparation. Please be prepared for class based on the expectations outlined in the course syllabus and by the class norms.

### **Participation**

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively, and *withholding contributions to leave space to allow other classmates to participate*), (b) completing all in-class learning activities.

### **Responsible Use of Technology**

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Electronic devices may be used during class to support learning.

*Please note that:* There are times that you will be asked to close your laptop or put away some other form of technology during class; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class’s learning. I strongly encourage all of you to assist each other in meeting these expectations for technology use. *If someone sitting near you is using technology in an inappropriate manner during class, it is your responsibility to remind that classmate to stop.*

### **Communication**

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course’s Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor

Your Professional Conduct grade will be determined through my ongoing observation and documentation throughout the quarter. If I have reason to feel you are not meeting the expectations

spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach these expectations.

If I do not contact you with a concern, you can assume your performance is satisfying the course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact me any time and I will be glad to share my assessment with you.

**2. Online Module Reading/Reflection (150 pts) Due Dates: 4/5, 4/12, 4/19, 4/26, 5/3, 5/10**

One of the hallmarks of a Jesuit education is the practice of reflection. Jesuit institutions have been known over the centuries for teaching people to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation. Online learning is a way that students can practice critical reflection, and refine their classroom management understanding, while also enhancing reading, writing, and communications.

**For this assignment you will:**

1. Individually complete six/1.5-hour, online modules throughout the quarter.
2. Learn new information via reading, watching, analyzing, or developing.
3. Complete a 1-2 page reflection

DATE	TOPIC	MODULE	POINTS
4/5	Engaging Our Visions	Module #1/Read CH 1	25 pts
4/12	Inspiring Wonder	Module #2/Read CH 2	25 pts
4/19	Painting the Picture	Module #3/Read CH 3	25 pts
4/26	Application	Module #4/Read CH 4	25 pts
5/3	Connecting the Past to the Present	Module #5/Read CH 5	25 pts
5/10	Facilitating Change	Module #5/Read CH 6	25 pts

**3. Professional Book Club 3-2-1 Response (20 pts) SIGN UP for Due Date**

**Individually**, you will participate in a professional book club of your choice. Each book club should have no more than 6 members. During the first meeting, members will decide how to divide the book into 6 equitable sections. Each member will facilitate **ONE section** to discuss using the [3-2-1 template](#).

Each Discussion Facilitator will complete a personal 3-2-1 Response Sheet BEFORE the book club meeting. During the meeting the facilitator will lead a discussion of what others in the group found interesting in the reading. The facilitator will encourage the group to share their own connections and questions. Toward the end of the discussion, the facilitator will lead the group to develop a Visual Representation of the group’s discussion. The Visual Representation can be a YouTube video, a poster created on a google doc, or an image downloaded from the web. By midnight, the facilitator will have uploaded two documents: a) their own 3-2-1 Response Sheet, and b) the Visual Representation created by their group on Camino for credit.

**ADDITIONAL WEEKLY SPECIAL EDUCATION READING:**

Each week you will read a chapter from the book *Case Studies in Special Education: A Social Justice Perspective*. For your book club discussion, you should be prepared to share the following connections:

- a. **Text to Text** – connections between both texts
- b. **Text to Self** – connections with your life or the life of one of your students
- c. **Text to Curriculum Unit** – connections to your unit’s Lesson Sequence or Performance Task.



#### 4. Curriculum Unit Plan/PowerPoint Slides (60 pts)DUE: 6/7

A standards-based curriculum is a set of courses or plan of study. Defined as a long-term activity within instructional context, a curriculum unit generally takes the form of a unit study. Unit studies typically revolve around a central theme. Lessons and activities are structured to fit this theme. Collaboratively created curriculum units are thought to benefit children through memory retention. Most children are able to retain more information from a unit study than from books or lessons alone. Developing a CA standards state curriculum unit (with feedback from your Master Teacher) provides teachers the opportunity to custom design meaningful standards-based learning that promotes students' critical thinking and provides students with opportunities to access the curriculum through the Visual and Performing Arts for any grade level and for all students including children who are emerging bilinguals and children with identified learning disabilities including students with IEPs. Your unit plan should allow for the learning to take place in the least restrictive environment for all students with the goal for all students, including students with disabilities, to experience the greatest success.

**MMSN TPEs Introduce/Practice 1.1, Practice 2.8, Practice/Assess TPE 1.2, Practice /Assess TPE 1.4, Practice/Assess TPE 1.7, Practice/Assess TPE 2.1, Practice TPE 2.4, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.3, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5, Practice/Assess TPE 4.7, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPE 5.6) (Practice UTPE 4.5; Practice/Assess UTPE 1.5, 1.7; Assess UTPE 3.1, 3.3, 3.4, 5.1)** Please integrate the reading in your Professional Book Club and *Case Studies in Special Education* with the online and asynchronous modules on Camino and the California Content Standards in Social Studies and the Visual and Performing Arts to develop your unit IN CLASS for any theme and grade level.

##### Your unit lessons should include:

- a. [Reading and Writing Activities](#)
- b. [Local or Global Civic Engagement](#) and/or [Social Justice Activities](#)
- c. [UDL Guidelines](#) **MMSN TPEs (Practice TPE 2.4, Practice/Assess TPE 3.1, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5)**
- d. **Assistive Technology MMSN TPE ( Introduce/Practice TPE 4.1)**
- e. **Strategies for students who have difficulty with memory processing as well as neuro behavioral issues (MMSN TPEs (Practice/Assess TPE 4.5)**
- f. **Visual and Performing Arts Activities (Assess UTPE 1.7)**

##### For this assignment, you will use the unit plan shared with you on Camino to:

1. Establish learning goals (big ideas and key concepts).
2. Develop a performance task and rubric to assess student achievement of the learning goals. **(Assess UTPE 5.1, 5.3)**
3. Outline a sequence of 10-15 lessons that engage students in activities and experiences through which they will develop an understanding of the big ideas of the unit and the knowledge and skills necessary to complete the performance task you designed. *(Use lesson sequence template shared with you on Camino)*
4. Reflect on your own learning.
5. Share the main points of your unit plan via a PowerPoint slide presentation on **June 7<sup>th</sup>**.

**REQUIRED:** To begin this assignment, your group will need to complete the following steps:

- Choose a grade level (K-8)
- Choose a standard from the [California History/Social Studies Standards](#) for that grade level.
- Choose a standard from the [California Arts Standards](#) for that grade level.
- Narrow your unit down to ONE Theme.
- Look through [Social Studies Units](#) in your selected grade level that have been completed by students who have taken this class in previous years.

**REQUIRED FOR FINAL VERSION OF CURRICULUM UNIT PLAN:** Parts A, B, C, D, and E.  
*I will provide ungraded formative feedback for you as you work on the final version of your curriculum unit plan.*

**April 26<sup>th</sup> Cover Page, Parts A & B**

**ED 263 Social Studies Foundations and Methods  
Curriculum Unit Plan Cover Page**

**Unit designer:**

**Unit title:**

**Subject area:** Social Studies

**Grade level:**

**Topic:**

**Time frame:**

**CA content standards addressed** (include the entire standard, not just the numbers):

**Contents of This Unit Packet** (check all that apply)

**Part A**

Big ideas

**Part B**

Key concepts

**Part C**

Performance task blueprint

Supplemental materials necessary for performance task (if necessary)

Performance task rubric

**Part D**

Lesson sequence

**Part E**

Reflections

**263 Assignment Rubric**

Parts A, B, & C

Part D

Draft Unit Rubric

Final Unit Rubric

**Part A: Big idea of the unit**

- 
1. Identify the big idea that students should understand upon completion of the unit.
  2. Provide a rationale for your choice of the big idea. Why do you consider the idea to be a fundamental principle of social studies? How does the big idea transcend your unit and apply to other topics or content in the social studies curriculum? How does it apply to real life?
  3. Explain how your big idea relates to the CA content standards covered in the unit.
  4. List your essential questions. How do they relate to your BIG IDEA?

**Part B: Key concepts taught in the unit**

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1. Identify the key concepts that students should understand upon completion of the unit.
  2. Provide a rationale for your choice of key concepts. How do these concepts relate to the unit's big ideas? And how do they relate to the CA content standards covered in the unit?
  3. What essential questions will you pose for your unit?
  4. What are your unit objectives?

**May 10<sup>th</sup> Part C \*Include Assessment Task Blueprint and Rubric**

**Part D. Lesson Sequence**

1. Create a logical sequence of 10-15 lessons that move your students toward an understanding of the big idea and key concepts in this unit.
2. For every lesson, you must:
  - Attend thoughtfully to issues of quality, continuity, and direction
  - Provide at least one objective
  - Indicate how you (1) determine if students met the objective and (2) document their learning
  - Describe what the students will do in the lesson in order to reach the objective
  - Include at least three UDL Guidelines and Checkpoint connections.

Day	Objective: What do you want the students to learn in this lesson?	How will you know that students met the lesson objective? How will you document their learning?	What will the students do in the lesson to reach the stated objective?
1.			
2.			
3.			
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6.			
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8.			
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10.			
11.			
12.			
13.			
14.			
15.			

3. Explain how reaching the objectives of each lesson will enable the students to learn the key concepts and develop an understanding of the big ideas of the unit.
4. Specify exactly where/how these lessons enable the students to learn the knowledge and skills necessary to complete the end-of-unit performance task you designed.

**\*Part E** is completed individually. Please name each reflection.

**Part E. Reflection**

1. Write a brief reflection (2-3 paragraphs) that documents what you learned through doing this assignment. Please support your opinions with specific references to your own experiences and professional development.

1. Potential topics include thoughts about the use of big ideas, the connection between unit planning and student learning, about teaching and learning in general, or about you as a teacher. You're also welcome to reflect on what you learned about social studies, to make connections to other courses in the program and/or to your experiences in your field placement.
2. What questions do you have about teaching social studies in the "real world?" Are there things you wanted to learn about teaching social studies that you didn't have a chance to learn in class? How can I help you feel ready to be a successful teacher of elementary social studies?

teacher,

-	93		
<b>B</b>	87-	<b>C</b>	70-73
<b>+</b>	89	-	

<b>B</b>	84- 86	<b>D</b> +	67-69
<b>B</b> -	80- 83	<b>D</b>	63-66

2. Letter grades are assigned on the standard scale based upon a possible total of 430 points.
4. For assignments completed in groups or pairs, only one person needs to submit the document on Camino. All group members will receive the same grade.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice

### **Disability Accommodations**

If you have a disability for which accommodations may be required in this class, please contact [Disabilities Resources](#), Benson 216, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

### **Accommodations for Pregnancy and Parenting**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

### **Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and [Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted [online](#) or anonymously through [Ethicspoint](#).

### **Academic Integrity**

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University.

Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECPPM Graduate Bulletin, 2020-2021)

## **RESPECT FOR DIVERSITY AGREEMENT**

The following agreement is inspired by the work of [Santa Clara University's Racial Justice Coalition](#) and the [Showing Up for Racial Justice](#) network.

I agree to value the perspectives of individuals from all backgrounds, reflecting the diversity of all my class colleagues. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political preferences, and physical and learning ability. I will strive to make the classroom—in person or virtual—an inclusive learning environment for all learners.

### **I commit to the following principles and values:**

1. Respect the dignity and essential worth of all individuals.
2. Esteem practices of inclusivity, integrity, and solidarity that celebrate racially diverse identities and experiences.
3. Value the courage needed to engage in [antiracist dialogue](#).
4. Strengthen agency and empowerment by embracing difference.
5. Reject bigotry, discrimination, violence, or intimidation of any kind.
6. Practice personal integrity and expect it from others.
7. Do the work to become an [antiracist educator](#).

### **Discussion Norms**

I agree to adhere to the following norms for all class discussions including breakout room and asynchronous conversations.

### **Ground Rules**

- This is a safe and brave space.
- Ouch! Oops! *If you say something that is hurtful and you realize it, you can say “oops” to acknowledge it. Also, if someone else says something harmful, you can say “ouch”, which lets everyone know that there’s something that needs to be discussed further.* [Getting Called Out: How to Apologize](#)
- Take space, give space.
- What is said here stays here and what is learned here, leaves here.
- Challenge ideas, not individuals.

### **Permission Slip**

I give myself permission to be imperfect in regard to human diversity and issues of oppression.

It is okay if I do not know all the answers or if at times my ignorance and misunderstandings become obvious.











I have permission to ask questions that may appear simple or self-explanatory. I have permission to struggle with these issues and be upfront and honest about my feelings.

I have the right to state my opinion.

I do not feel guilty about who I am or what I know.









I will respect the opinions of others, even if they are different from my own.










## COURSE CALENDAR

Date	Topic	Assignments
3/29	<p>INTRODUCTION TO COURSE</p> <ul style="list-style-type: none"> <li>* Course Syllabus Review</li> <li>* Confirm Book Club Sign Ups</li> <li>* Establish Curriculum Groups</li> </ul>  <p><b>Book Club Meeting #1</b></p> <ol style="list-style-type: none"> <li>1. Review week's reading</li> <li>2. Review individual and group expectations</li> </ol>  <p>Instructor Lecture: <b>Lecture #1 - What is social studies? Why should kids learn social studies? What are the changes in the new CA framework?</b></p>  <p><b>Asynchronous Curriculum Group Meeting #1</b></p> <ul style="list-style-type: none"> <li>* Create Curriculum Unit Group Google Folder</li> <li>* Decide on grade level and topic.</li> <li>* Review California Social Studies Standards AND California Arts Standards.</li> </ul>	<p>Due: 4/5</p>  <p><b>Module #1 – Read/Reflect</b> <i>Social Studies, Literacy, and Social Justice</i> Chapter 1 Engaging Our Visions pp. 1-11 (Assess UTPE 4.3)</p>  <p><b>Book Club Homework</b></p> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Book Club 3-2-1 Response</li> <li>3. Connections with <i>Case Studies in Special Education</i> Chapter 1- To Be (LD) or Not to Be (LD) That Depends <b>MMSN TPEs (Practice/Assess TPE 1.2, Practice/Assess TPE 2.1, Practice/Assess TPE 2.9, Practice/Assess TPE 4.2, Introduce/Practice/Assess TPE 5.2) (Practice UTPE 4.5)</b></li> </ol>
4/5	<p>“YOU ARE THERE” SOCIAL STUDIES</p>  <p>Instructor Lecture: <b>Lecture #2 – “You Are There” Social Studies</b></p>  <p><b>Book Club Meeting #2</b></p> <ol style="list-style-type: none"> <li>1. Book Club Discussion &amp; Visual Representation Sharing</li> <li>2. Upload the group's Visual Representation AND your 3-2-1 Response Sheet on Camino.</li> </ol>  <p><b>Asynchronous Curriculum Group Meeting #2</b></p> <ul style="list-style-type: none"> <li>* Decide on which California Social Studies Standards and California Arts Standards you want to use.</li> </ul>	<p>Due: 4/12</p>  <p><b>Module #2 – Read/Reflect</b> <i>Social Studies, Literacy, and Social Justice</i> Chapter 2 Inspiring Wonder pp. 13-37 (Practice UTPE 1.5)</p>  <p><b>Book Club Homework</b></p> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Book Club 3-2-1 Response</li> <li>3. Connections with <i>Case Studies in Special Education</i> Chapter 2 - The Plight of the Slow Learner (MMSN TPEs <b>(Practice/Assess TPE 1.4, Practice/Assess TPE 2.1, Practice/Assess TPE 2.9, Practice/Assess TPE 4.2, Introduce/Practice/Assess TPE 5.2)</b>)</li> </ol>

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<p>4/12</p>	<p>UNDERSTANDING BACKWARDS DESIGN</p>  <p><b>Book Club Meeting #3</b></p> <ol style="list-style-type: none"> <li>1. Book Club Discussion &amp; Visual Representation Sharing</li> <li>2. Upload the group's Visual Representation AND your 3-2-1 Response Sheet on Camino.</li> </ol>  <p><b>Asynchronous Curriculum Group Meeting #3</b></p> <ul style="list-style-type: none"> <li>* Decide on Social Studies Grade Level and Theme</li> <li>* Use the California Social Studies Standards AND California Arts Standards to work on unit plan <a href="#">Part A &amp; Part B</a> in shared Google Doc.</li> </ul> <p><b>Practice UTPE 1.5</b></p>	<p>Due: 4/19</p>  <p><b>Module #3 – Read/Reflect</b>  <i>Social Studies, Literacy, and Social Justice</i>      Chapter 3 Painting the Picture pp. 38-75  <b>(Assess UTPE 1.7, 3.4)</b></p>
<p>4/19</p>	<p>DESIGNING A SOCIAL STUDIES CURRICULUM UNIT</p>  <p><b>Book Club Meeting #4</b></p> <ol style="list-style-type: none"> <li>1. Book Club Discussion &amp; Visual Representation Sharing</li> <li>2. Upload the group's Visual Representation AND your 3-2-1 Response Sheet on Camino.</li> </ol>  <p>Instructor Lecture:  <b>Lecture #4 – Using Backward Design with YOUR Curriculum Unit.</b></p>  <p><b>Asynchronous Curriculum Group Meeting #4</b></p> <ul style="list-style-type: none"> <li>* Explore <a href="#">Bowen's Social Studies Resources</a> related to the social studies theme of your unit.</li> <li>* Use related chapters in <i>Social Studies, Literacy and Social Justice</i>, your book club reading, the Social Studies AND California Arts Standards to COMPLETE <a href="#">Part A &amp; Part B</a>.</li> </ul> <p><b>Upload Cover Sheet, and Parts A&amp;B on Camino for Feedback by 4/26</b></p>	<p>Due: 4/26</p>  <p><b>Module #4 – Read/Reflect</b>  <i>Social Studies, Literacy, and Social Justice</i>      Chapter 4 Application pp. 76-99  <b>(Introduce UTPE 1.3)</b></p>  <p><b>Book Club Homework</b></p> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Book Club 3-2-1 Response</li> <li>3. Connections with <i>Case Studies in Special Education</i> Chapter 4 - Disability, Disadvantage, or Discrimination (<b>MMSN TPEs (Practice/Assess TPE 1.2, Practice/Assess TPE 1.7, Practice TPE 2.4, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 4.2, Practice/Assess TPE 4.7, Introduce/Practice/Assess TPE 5.1)</b>)</li> </ol>

<p>4/26</p>	<p>ASSESSING STUDENT LEARNING IN SOCIAL STUDIES</p>  <p><b>Book Club Meeting #5</b></p> <ol style="list-style-type: none"> <li>1. Book Club Discussion &amp; Visual Representation Sharing</li> <li>2. Upload the group's Visual Representation AND your 3-2-1 Response Sheet on Camino.</li> </ol>  <p>Instructor Lecture: <b>Lecture #5</b> <b>How Do I Assess Student Learning in Social Studies?</b></p>  <p><b>Asynchronous Curriculum Group Meeting #5</b></p> <p>Use <a href="#">Bowen's Social Studies Resources</a>, <a href="#">Google Resources Folder</a>, previous <a href="#">Final Curricular Units</a>, related chapters in <i>Social Studies, Literacy, and Social Justice</i>, and your book club book to work on unit plan</p> <ul style="list-style-type: none"> <li>- <a href="#">Part C – Assessment of Student Learning</a></li> <li>- <a href="#">Performance Task Blueprint</a></li> </ul>	<p>Due: 5/3</p>  <p><b>Module #5 – Read/Reflect</b> <i>Social Studies, Literacy, and Social Justice</i> Chapter 5 Connecting the Past to the Present pp. 100-117</p>  <p><b>Book Club Homework</b></p> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Book Club 3-2-1 Response</li> <li>3. Connections with <i>Case Studies in Special Education</i> Chapter 5 - Issues in bilingual Assessment and Special Education Eligibility <b>MMSN TPEs (Practice/Assess TPE 4.2, Introduce/Practice/Assess TPE 5.2)</b></li> </ol>
<p>5/3</p>	<p>PLANNING SOCIAL STUDIES LESSONS</p>  <p><b>Book Club Meeting #6</b></p> <ol style="list-style-type: none"> <li>1. Book Club Discussion &amp; Visual Representation Sharing</li> <li>2. Upload the group's Visual Representation AND your 3-2-1 Response Sheet on Camino.</li> </ol>  <p>Instructor Lecture: <b>Lecture #6</b> <b>How Do I Plan and Sequence a Social Studies Lesson?</b></p>  <p><b>Asynchronous Curriculum Group Meeting #6</b></p> <p>Use <a href="#">Bowen's Social Studies Resources</a>, <a href="#">Google Resources Folder</a>, previous <a href="#">Final Curricular Units</a>, related chapters in <i>Social Studies, Literacy, and Social Justice</i>, and your book club book to COMPLETE unit plan</p>	<p>Due: 5/10</p>  <p><b>Module #6 – Read/Reflect</b> <i>Social Studies, Literacy, and Social Justice</i> Chapter 6 Facilitating Change pp. 118-137</p>

	<ul style="list-style-type: none"><li>- <a href="#">Part C – Assessment of Student Learning</a></li><li>- <a href="#">Performance Task Blueprint</a></li></ul>	
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**Upload Part C on Camino for Feedback by 5/10**

5/10

**ONLINE CLASS MODULE  
UDL in Social Studies**

Independently COMPLETE the UDL Module on Camino. No online class meeting! (MMSN TPE – 2.4, 3.1, 4.5)



Key UDL Questions

If learners reach higher levels

Adapted from Universal Design for Learning: Theory and Practice (CAST 2014), page 112, figure 5.2

Due: 5/17



**Book Club Homework**

1. Reading
2. Book Club 3-2-1 Response
3. Connections with *Case Studies in Special Education* Chapter 6 - Fall Through the Cracks: Two Cases of IEPs Gone Awry MMSN TPEs (Introduce/Practice TPE 1.1, Practice/Assess TPE 3.1, Introduce/Practice 4.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5)

5/17

**CREATING INTERACTIVE CURRICULAR  
UNITS IN SOCIAL STUDIES**



**Book Club Meeting #7**

1. Book Club Discussion & Visual Representation Sharing
2. Upload the group's Visual Representation AND your 3-2-1 Response Sheet on Camino.



Instructor Presentation:  
**Lecture #7**

**Creating Interactive Curricular Units in Social Studies**



**Asynchronous Curriculum Group Meeting #7**






Due: 5/24



**To Prepare for next week's online class**

- \* Read: [DeSanctis, A. \(July 2016\). Seven: In California, the right age to begin learning about LGBT history. National Review.](#)
- \* Read: [Garlen, J.C., Kuh, L. & Colman, B. \(2017\). Teaching for social justice in the early childhood classroom. Teachers College Record online.](#)
- \* Read: [Hyland, N.E. \(2010\). Social justice in early childhood classrooms. Young Children](#)

	<p>* Develop and Share on Google Docs</p> <ul style="list-style-type: none"><li>- <a href="#">Part D Lesson Sequence</a></li><li>- <a href="#">Part E Reflection</a></li></ul> <p><b>Upload Parts A-D on Camino for Feedback by 5/31</b></p>	
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<p>5/24</p>	<p><b>ONLINE CLASS</b>  <b>Gender Diverse Social Studies</b></p> <p>Independently <b>COMPLETE</b> the Gender Diverse Social Studies Module on Camino.</p> <p>No online class meeting!</p> <p><b>(Introduce UTPE 1.3)</b></p>	<p>Due: 6/7</p>  <p><b>Curriculum Unit Project Planning Homework</b>  * Create PowerPoint Slide presentation of Unit</p>  <p><b>Book Club Homework</b></p> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Connections with <i>Case Studies in Special Education</i> Chapter 7-8 - What is Specially Designed Instruction? AND RTI-Response to Intervention or Rushing to Identify? <b>MMSN TPEs (Introduce/Practice TPE 1.1, Practice TPE 2.8, Practice/Assess, TPE 3.1, Introduce/Practice TPE 4.1, Practice/Assess TPE 4.2, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPE 5.6)</b></li> </ol>
<p>5/31</p>	<p><b>NO CLASS</b></p> 	
<p>6/7</p>	<p>CURRICULAR UNIT SHARING</p>  <p><b>Book Club Meeting #8</b></p> <ol style="list-style-type: none"> <li>3. Book Club Discussion &amp; Visual Representation Sharing</li> <li>4. Upload the group's Visual Representation AND your 3-2-1 Response Sheet on Camino.</li> </ol>  <p><b>Present Final Curriculum Unit PowerPoint Slides</b></p>	

**Evidence of MMSN TPEs - (Introduce/Practice TPE 1.1, Practice/Assess TPE 1.2, Practice/Assess TPE 1.4, Practice/Assess TPE 1.7, Practice/Assess TPE 2.1, Practice TPE 2.4, Practice TPE 2.8, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Introduce/Practice TPE 4.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.3, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5, Introduce TPE 4.7, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPA 5.6) through connections with readings from *Case Studies in Special Education*. (Introduce UTPE 1.3, Practice UTPE 1.5, Assess UTPE 1.5, 1.7, 3.4, 4.3, 4.5)**

**3. Professional Book Club 3-2-1 Response (20 pts) SIGN UP for Due Date**

**Individually**, you will participate in a professional book club of your choice. Each book club should have no more than 6 members. During the first meeting, members will decide how to divide the book into 6 equitable sections. Each member will facilitate **ONE section** to discuss using the [3-2-1 template](#).

Each Discussion Facilitator will complete a personal 3-2-1 Response Sheet **BEFORE** the book club meeting. During the meeting the facilitator will lead a discussion of what others in the group found interesting in the reading. The facilitator will encourage the group to share their own connections and questions. Toward the end of the discussion, the facilitator will lead the group to develop a Visual Representation of the group’s discussion. The Visual Representation can be a YouTube video, a poster created on a google doc, or an image downloaded from the web. By midnight, the facilitator will have uploaded two documents: a) their own 3-2-1 Response Sheet, and b) the Visual Representation created by their group on Camino for credit.

**ADDITIONAL WEEKLY SPECIAL EDUCATION READING:**

Each week you will read a chapter from the book *Case Studies in Special Education: A Social Justice Perspective*. For your book club discussion, you should be prepared to share the following connections:

- a. Text to Text** – connections between both texts
- b. Text to Self** – connections with your life or the life of one of your students
- c. Text to Curriculum Unit** – connections to your unit’s Lesson Sequence or Performance Task.



**Module #1 – Read/Reflect**  
*Social Studies, Literacy, and Social Justice*  
 Chapter 1 Engaging Our Visions pp. 1-11  
 (Assess UTPE 4.3)



**Book Club Homework**

1. Reading
2. Book Club 3-2-1 Response
3. Connections with *Case Studies in Special Education*  
 Chapter 1- To Be (LD) or Not to Be (LD) That Depends MMSN TPEs (Practice/Assess TPE 1.2, Practice/Assess TPE 2.1, Practice/Assess TPE 2.9, Practice/Assess TPE 4.2, Introduce/Practice/Assess TPE 5.2) (Practice UTPE 4.5)



### **Module #2 – Read/Reflect**

*Social Studies, Literacy, and Social Justice*

Chapter 2 Inspiring Wonder pp. 13-37

**(Practice UTPE 1.5)**



### **Book Club Homework**

1. Reading
2. Book Club 3-2-1 Response
3. Connections with *Case Studies in Special Education*  
Chapter 2 - The Plight of the Slow Learner (MMSN  
TPEs (**Practice/Assess** TPE 1.4, **Practice/Assess** TPE  
2.1, **Practice/Assess** TPE 2.9, **Practice/Assess** TPE  
4.2, **Introduce/Practice/Assess** TPE 5.2)



### **Module #3 – Read/Reflect**

*Social Studies, Literacy, and Social Justice*

Chapter 3 Painting the Picture pp. 38-75

**(Assess UTPE 1.7, 3.4)**

ONLINE CLASS Module Completion Rubric <span style="float: right;">🔍 🗑️</span>					
You've already rated students with this rubric. Any major changes could affect their assessment results.					
Criteria	Ratings				Pts
Completion Rate Assignments within each module have been completed.	10 pts 4 - 100% complete	8 pts 3 - 90-99% complete	7.2 pts 2 - 70-89% complete	6 pts 1 - 50-69% complete	10 pts
Quality Quality of work completed within each module.	10 pts 4 - Detailed and thorough	8 pts 3 - Thorough	7.2 pts 2 - Fairly thorough	6 pts 1 - Disconnected/vague	10 pts
Total Points: 20					





**Book Club Homework**

1. Reading
2. Book Club 3-2-1 Response
3. Connections with *Case Studies in Special Education*  
 Chapter 4 - Disability, Disadvantage, or Discrimination  
 (MMSN TPEs (Practice/Assess TPE 1.2,  
 Practice/Assess TPE 1.7, Practice TPE 2.4,  
 Practice/Assess TPE 2.9, Practice/Assess TPE 2.10,  
 Practice/Assess TPE 4.2, Practice/Assess TPE 4.7,  
 Introduce/Practice/Assess TPE 5.1)



**Module #4 – Read/Reflect**

*Social Studies, Literacy, and Social Justice*

Chapter 4 Application pp. 76-99

(Introduce UTPE 1.3)

ONLINE CLASS Module Completion Rubric					
You've already rated students with this rubric. Any major changes could affect their assessment results.					
Criteria	Ratings				Pts
Completion Rate Assignments within each module have been completed.	10 pts 4 - 100% complete	8 pts 3 - 90-99% complete	7.2 pts 2 - 70-89% complete	6 pts 1 - 50-69% complete	10 pts
Quality Quality of work completed within each module.	10 pts 4 - Detailed and thorough	8 pts 3 - Thorough	7.2 pts 2 - Fairly thorough	6 pts 1 - Disconnected/vague	10 pts
Total Points: 20					



**Book Club Homework**

1. Reading
2. Book Club 3-2-1 Response
3. Connections with *Case Studies in Special Education*  
 Chapter 5 - Issues in bilingual Assessment and Special Education Eligibility MMSN TPEs (Practice/Assess TPE 4.2, Introduce/Practice/Assess TPE 5.2)



### **Book Club Homework**

1. Reading
2. Book Club 3-2-1 Response
3. Connections with *Case Studies in Special Education*  
Chapter 6 - Fall Through the Cracks: Two Cases of IEPs  
Gone Awry MMSN TPEs (**Introduce/Practice** TPE 1.1,  
**Practice/Assess** TPE 3.1, **Introduce/Practice** 4.1,  
**Practice/Assess** TPE 4.2, **Practice/Assess** TPE 4.4,  
**Practice/Assess** TPE 4.5)



### **Book Club Homework**

1. Reading
2. Connections with *Case Studies in Special Education*  
Chapter 7-8 - What is Specially Designed Instruction? AND  
RTI-Response to Intervention or Rushing to Identify?  
MMSN TPEs (**Introduce/Practice** TPE 1.1, **Practice** TPE  
2.8, **Practice/Assess**, TPE 3.1, **Introduce/Practice** TPE 4.1,  
**Practice/Assess** TPe 4.2, **Introduce/Practice/Assess** TPE  
5.2, **Introduce/Practice/Assess** TPE 5.6)

**Evidence of MMSN TPEs - (Practice TPE 2.4, Practice/Assess TPE 3.1, Practice/Assess TPE 1.7, Practice/Assess TPE 2.1, Practice TPE 2.8, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Introduce/Practice TPE 4.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.3, Practice/Assess TPE 4.4, Practice/Assess TPE 4.7, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPE 5.6) through Asynchronous Module UDL in Social Studies Practice UTPE 4.3**

<b>5/10</b>	<b>UDL in Social Studies</b>
<p>The purpose of this module is to help you understand how to integrate the Universal Design for Learning (UDL) Framework into your unit plan. The UDL Framework is based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can:</p> <ol style="list-style-type: none"> <li>a. support access to optimal learning experiences <b>MMSN TPE (Practice TPE 2.4)</b></li> <li>b. adapt, modify, accommodate and differentiate instruction for all students including students with identified disabilities to promote learning in the Least Restrictive Environment. <b>MMSN TPEs (Practice/Assess TPE 3.1, Practice/Assess TPE 1.7, Practice/Assess TPE 2.1, Practice TPE 2.8, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Introduce/Practice TPE 4.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.3, Practice/Assess TPE 4.4, Practice/Assess TPE 4.7, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPE 5.6)</b></li> <li>c. adjust teaching strategies for students who present with physical/medical access issues or have difficulty acquiring and retaining new information due to poor memory processing. <b>MMSN TPE (Practice/Assess TPE 4.5)</b></li> </ol>	

<b>ONLINE CLASS Module Completion Rubric</b>					
You've already rated students with this rubric. Any major changes could affect their assessment results.					
Criteria	Ratings				Pts
Completion Rate Assignments within each module have been completed.	10 pts 4 - 100% complete	8 pts 3 - 90-99% complete	7.2 pts 2 - 70-89% complete	6 pts 1 - 50-69% complete	10 pts
Quality Quality of work completed within each module.	10 pts 4 - Detailed and thorough	8 pts 3 - Thorough	7.2 pts 2 - Fairly thorough	6 pts 1 - Disconnected/vague	10 pts
<b>Total Points: 20</b>					

## Gender Diverse Social Studies

The purpose of this module is to develop an awareness of how **gender diverse social studies learning can be integrated into student's social studies understanding**. Gender diverse social studies is one of the critical changes reflected in the CA HSS Framework requiring students in California to learn the history and contributions of LGBTQ Citizens.

In 2011, California passed Senate Bill 48 (FAIR “Fair, Accurate, Inclusive, and Respectful Education Act”) which is a California law mandating the inclusion of political, economic, and social contributions of persons with disabilities, and lesbian, gay, bisexual and transgender people in social studies teaching.

In 2017 California state law required that in grades 2-12, children's Social Studies curriculum will include lessons on gender diversity and the achievements of lesbian, gay and transgender community in a historical and present-day context.

In this module you will:

- a. watch what happens when you bring gender training to a public elementary school.
- b. reflect on how you feel about teaching gender inclusive social studies.
- c. review the GLSEN curriculum and research study.
- d. learn how to effectively communicate with parents.
- e. develop a book talk for a gender inclusive children's book.

**(Assess UTPE 4.3)**

### ONLINE CLASS Module Completion Rubric



You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings				Pts
Completion Rate Assignments within each module have been completed.	10 pts 4 - 100% complete	8 pts 3 - 90-99% complete	7.2 pts 2 - 70-89% complete	6 pts 1 - 50-69% complete	10 pts
Quality Quality of work completed within each module.	10 pts 4 - Detailed and thorough	8 pts 3 - Thorough	7.2 pts 2 - Fairly thorough	6 pts 1 - Disconnected/vague	10 pts
Total Points: 20					

Evidence of MMSN TPEs - (Practice/Assess TPE 1.2, Practice/Assess TPE 1.4, Practice/Assess TPE 1.7, Practice/Assess TPE 2.1, Practice TPE 2.4, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.3, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5, Practice/Assess TPE 4.7, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPE 5.6) through the Curriculum Unit signature assignment.  
Assess UTPEs 1.3, 1.5, 1.7, 3.1, 3.3, 3.4, 4.3, 4.5, 4.8, 5.1, 5.3

#### 4. Curriculum Unit Plan/PowerPoint Slides (60 pts) DUE: 6/7

A curriculum is a set of courses or plan of study. Defined as a long-term activity within instructional context, a curriculum unit generally takes the form of a unit study. Unit studies typically revolve around a central theme. Lessons and activities are structured to fit this theme.

Collaboratively created curriculum units are thought to benefit children through memory retention. Most children are able to retain more information from a unit study than from books or lessons alone. Developing a curriculum unit provides teachers the opportunity to custom design meaningful standards-based learning for any grade level and for all students including children who are emerging bilinguals and children with identified learning disabilities.

MMSN TPEs (Practice/Assess TPE 1.2, Practice /Assess TPE 1.4, Practice/Assess TPE 1.7, Practice/Assess TPE 2.1, Practice TPE 2.4, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.3, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5, Practice/Assess TPE 4.7, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPE 5.6)

Integrate the reading in your Professional Book Club and *Case Studies in Special Education* with the online and asynchronous modules on Camino and the California Content Standards in Social Studies and the Visual and Performing Arts to develop your unit IN CLASS for any theme and grade level.█

#### Your unit lessons should include:

- a. [Reading and Writing Activities](#)
- b. [Local or Global Civic Engagement](#) and/or [Social Justice Activities](#)
- c. [UDL Guidelines](#) MMSN TPEs (Practice TPE 2.4, Practice/Assess TPE 3.1, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5)
- d. Assistive Technology MMSN TPE ( Introduce/Practice TPE 4.1)
- e. Strategies for students who have difficulty with memory processing as well as neuro behavioral issues (MMSN TPEs (Practice/Assess TPE 4.5)

#### For this assignment, you will use the unit plan shared with you on Camino to:

1. Establish learning goals (big ideas and key concepts).
2. Develop a performance task and rubric to assess student achievement of the learning goals.
3. Outline a sequence of 10-15 lessons that engage students in activities and experiences through which they will develop an understanding of the big ideas of the unit and the knowledge and skills necessary to complete the performance task you designed. (*Use lesson sequence template shared with you on Camino*)
4. Reflect on your own learning.
5. Share the main points of your unit plan via a PowerPoint slide presentation on **June 7<sup>th</sup>**.

**REQUIRED:** To begin this assignment, your group will need to complete the following steps:

- Choose a grade level (K-8)
- Choose a standard from the [California History/Social Studies Standards](#) for that grade level.
- Choose a standard from the [California Arts Standards](#) for that grade level.
- Narrow your unit down to ONE Theme.
- Look through [Social Studies Units](#) in your selected grade level that have been completed by students who have taken this class in previous years.

#### 4. Curriculum Unit Plan/PowerPoint Slides (60 pts) DUE: 6/7

A standards-based curriculum is a set of courses or plan of study. Defined as a long-term activity within instructional context, a curriculum unit generally takes the form of a unit study. Unit studies typically revolve around a central theme. Lessons and activities are structured to fit this theme. Collaboratively created curriculum units are thought to benefit children through memory retention. Most children are able to retain more information from a unit study than from books or lessons alone. Developing a curriculum unit provides teachers the opportunity to custom design meaningful standards-based learning that promotes students' critical thinking and provides students with opportunities to access the curriculum through the Visual and Performing Arts for any grade level and for all students including children who are emerging bilinguals and children with identified learning disabilities. **MMSN TPEs (Practice/Assess TPE 1.2, Practice /Assess TPE 1.4, Practice/Assess TPE 1.7, Practice/Assess TPE 2.1, Practice TPE 2.4, Practice/Assess TPE 2.9, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.3, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5, Practice/Assess TPE 4.7, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2, Introduce/Practice/Assess TPE 5.6) (Practice UTPE 1.5, 4.5; Assess UTPE 1.5, 1.7, 3.1, 3.3, 5.1)** Please integrate the reading in your Professional Book Club and *Case Studies in Special Education* with the online and asynchronous modules on Camino and the California Content Standards in Social Studies and the Visual and Performing Arts to develop your unit IN CLASS for any theme and grade level.

##### Your unit lessons should include:

- a. [Reading and Writing Activities](#)
- b. [Local or Global Civic Engagement](#) and/or [Social Justice Activities](#)
- c. [UDL Guidelines](#) **MMSN TPEs (Practice TPE 2.4, Practice/Assess TPE 3.1, Practice/Assess TPE 4.4, Practice/Assess TPE 4.5)**
- d. **Assistive Technology MMSN TPE ( Introduce/Practice TPE 4.1)**
- e. **Strategies for students who have difficulty with memory processing as well as neuro behavioral issues (MMSN TPEs (Practice/Assess TPE 4.5)**
- f. **Visual and Performing Arts Activities (Assess UTPE 1.7)**

##### For this assignment, you will use the unit plan shared with you on Camino to:

1. Establish learning goals (big ideas and key concepts).
2. Develop a performance task and rubric to assess student achievement of the learning goals. **(Assess UTPE 5.1, 5.3)**
3. Outline a sequence of 10-15 lessons that engage students in activities and experiences through which they will develop an understanding of the big ideas of the unit and the knowledge and skills necessary to complete the performance task you designed. *(Use lesson sequence template shared with you on Camino)*
4. Reflect on your own learning.
5. Share the main points of your unit plan via a PowerPoint slide presentation on **June 7<sup>th</sup>**.

**EDUC 263 Elementary Methods in Social Studies and the Arts  
FINAL Curriculum Unit Plan Rubric**

**STUDENT NAME**

<b>Part A: Big idea</b>	The unit's big idea is a distinct principle/generalization central to social studies. Well-written rationale demonstrates thorough understanding of the characteristics of big ideas. Your Big idea is clearly linked to the <b>CA History-Social Science standards (Assess UTPE 3.1)</b> being taught in the unit. The Big Idea transfers across grade levels and is <b>relevant to real life (Introduce UTPE 1.3)</b> . Essential questions are linked.			
	<b>MEETS FEW EXPECTATIONS</b>	<b>MEETS SOME EXPECTATIONS</b>	<b>MEETS MOST EXPECTATIONS</b>	<b>MEETS ALL EXPECTATIONS</b>
<b>Part B: Key concepts</b>	Concepts are presented, not facts. Concepts included in the unit are significant social studies ideas linked to the Big Idea of the unit and to the <b>CA History-Social Science Standards (Assess UTPE 3.1)</b> taught in the unit. Well-written rationale demonstrates thorough understanding of the characteristics of concepts.			
	<b>MEETS FEW EXPECTATIONS</b>	<b>MEETS SOME EXPECTATIONS</b>	<b>MEETS MOST EXPECTATIONS</b>	<b>MEETS ALL EXPECTATIONS</b>
<b>Part C: Assessment</b>	Performance task is clearly connected to the unit's Big Idea & Concepts and <b>incorporates the CA Arts Standards (Assess UTPE 1.7, 3.3)</b> . It requires students to <b>interact with digital tools (Assess UTPE 4.8)</b> and apply the new knowledge and skills they learned in the unit. Task offers all students, <b>MMSN TPEs (Practice Assess TPE 1.4, Practice TPE 2.5, Practice/Assess TPE 2.10, Practice/Assess TPE 3.1, Practice/Assess TPE 4.4, Practice Assess TPE 4.5, Introduce/Practice/Assess TPE 5.6)</b> <b>including students with disabilities (Practice UTPE 4.5)</b> , the opportunity to demonstrate their full understanding of the Big Idea and concepts through <b>multiple means of representing (Assess UTPE 3.4)</b> . Assessment blueprint, task description, and rubric are tightly aligned. Performance task reflects at least ONE UDL Guideline & Checkpoint.			
	<b>MEETS FEW EXPECTATIONS</b>	<b>MEETS SOME EXPECTATIONS</b>	<b>MEETS MOST EXPECTATIONS</b>	<b>MEETS ALL EXPECTATIONS</b>
<b>Part D: Lesson sequence</b>	10-15 lessons are organized in a logical sequence clearly leading to understanding of the unit's concepts and Big Idea. <b>MMSN TPEs (Practice/Assess TPE 1.2, Practice/Assess TPE 2.1, Practice TPE 2.8, Practice/Assess TPE 3.1, Introduce/Practice TPE 4.1, Practice/Assess TPE 4.2, Practice/Assess TPE 4.5, Introduce/Practice/Assess TPE 5.1, Introduce/Practice/Assess TPE 5.2)</b> <b>Teaching strategies include modifications that address the needs of all students including students with disabilities.</b> All lessons include an objective and a strategy for assessing/documenting students' achievement of the objective (Assess UTPE 5.1, 5.3). Lessons emphasize critical thinking (Assess UTPE 1.5), active student engagement with content linked to the CA History-Social Science standards (Assess UTPE 3.1), utilizes culturally relevant children's literature (Assess UTPE 4.3), and provide opportunities for students to develop the knowledge and skills required to complete the end-of-unit performance task. Lesson sequence is linked to at least THREE UDL Guidelines & Checkpoints.			
	<b>MEETS FEW EXPECTATIONS</b>	<b>MEETS SOME EXPECTATIONS</b>	<b>MEETS MOST EXPECTATIONS</b>	<b>MEETS ALL EXPECTATIONS</b>
<b>Part E: Reflection &amp; professional dispositions</b>	Reflection includes substantive consideration of the learning opportunities offered by this assignment. Unit demonstrates careful and creative thought, serious engagement with the course content, and commitment to professional growth and learning.			
	<b>MEETS FEW EXPECTATIONS</b>	<b>MEETS SOME EXPECTATIONS</b>	<b>MEETS MOST EXPECTATIONS</b>	<b>MEETS ALL EXPECTATIONS</b>