WILLIAM PATerson UNIVERSITY  
College of Education  
Department of Special Education and Counseling  

COURSE OF STUDY  
Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application  

A. Course Title: SPEE 423 Language Arts/Social Studies Assessment and Instruction for Diverse Learners K – 5  
CredIts: 3  

B. Course Description: This Course provides Teacher Candidates with content foundations to integrate literacy skills with social studies using NJ CCCS, ACEI, and National Social Studies Standards. Integrated unit design is used as Teacher Candidates merge relevant concepts in literacy/language arts, literature and social studies focusing on multicultural and global themes. Performance-based assessments are presented, and instructional strategies that facilitate learning and generalization across content areas are emphasized. Candidates engage in structured decision making to select, plan, implement, and assess instruction, stressing individualized goal setting, adapting/modifying instructional content and teaching/learning strategies for learners with special needs. High and low level technologies are employed to enable all learners to access the general education curriculum while differentiating the levels of difficulty both challenged and gifted students encounter.  

C. Prerequisites, Co-Requisites and Restrictions:  
Prerequisites  
- Completion of all general education course work  
- Admission to the Dual Endorsement Special Education/K-5 Elementary Program  
- Completion of at least 60 hours of Service Learning Credit  
- Completion of CIEE 229, CISE 340 and CODS 371  
- GPA of 2.75  
- SPEE 354: Classroom Management in Diverse & Inclusive Settings  
- SPEE 353: Instruction in Diverse & Inclusive Settings  

Co-Requisites* To be taken as part of a package with  
- SPEE 424 : Math/Science Assess and Instruct for Diverse Learners K–5  
- SPEE 425: Practicum and Seminar  
- SPEE 429: Individualized Instructional Strategies and Materials
D. Course Objectives: Teacher Candidates will . . .

1. Review professional literature on universal design, unit planning, and on developing integrated curriculum and curriculum-embedded assessment

2. Analyze National Specialty Standards and NJ CCCS to create relationships between reading/language arts content and skills and social studies content at K – 5 grade levels

3. Differentiate reading/language arts skills applications and social studies content required at different grade levels

4. Develop and implement units and lessons that focus on multi-cultural themes in a democratic society, and reflect connections between reading/related language arts and social studies content [and that incorporate mathematics and science]

5. Review relationships between students’ learning, socio-behavioral, cultural characteristics, and early learning experiences, as guidelines to engage in instruction in language arts and social studies at appropriate levels

6. Integrate knowledge of characteristics of learners with special needs who may require adaptations and modifications based on their IEPs, e.g., instructional content/methods, logistics, pacing, with selection of NJ CCCS in literacy and the language arts, and apply these standards to teaching social studies to diverse learners K – 5

7. Apply developmental and specialized reading comprehension approaches to instruction in social studies to expand reading comprehension and study skills

8. Select and use instructional software to broaden experiences, challenge all learners, and reinforce critical thinking and problem solving skills in social studies

9. Consult with peer colleagues to plan for collaborative teaching, serial teaching in-class support, and coordination with resource center teaching

10. Consult and cooperate with all parents [including parents of students from diverse cultural, racial/ ethnic, socio-economic, ability levels] on issues related to their children’s progress and academic skills in language arts and social studies and their social/emotional needs

11. Implement required application-based assignments on social studies and language arts in a supervised field placement with diverse students

E. Teacher Candidate Learning Outcomes: Teacher Candidates will . . .

Review professional literature on universal design, unit planning, and integrated curriculum and authentic curriculum-embedded assessment as it relates to language arts and social studies

Using the National Specialty Standards and NJ CCCS to create relationships between reading/language arts content and skills and social studies content at different K – 5 grade levels, plan and implement a culturally-sensitive integrated (social studies, language arts) developmentally appropriate, thematic unit plan
Employ Levine’s control categories and Gardner’s Multiple Intelligences to understand learners’ unique styles and approaches to problem solving, and identify alternative assignments in language arts and social studies to accommodate differences in preferred learning styles and abilities that include instructional adaptations for learners with special needs, and assess results using authentic assessments.

Work collaboratively with teacher-colleagues to plan and implement lessons in social studies and language arts for a variety of purposes in a variety of settings. Partner with parents to gain insight into the importance of family in the educational life of each child, with emphasis on families from diverse cultural, racial/ethnic, socio-economic, and families of children with disabilities.

Master content for quizzes and examinations, attend and participate [as ongoing assessments of TC learning, dispositions, and professionalism], and analyze self-growth as a professional.

<table>
<thead>
<tr>
<th>Teacher Candidate Learning Outcome</th>
<th>CEC</th>
<th>ACEI</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of unit planning and assessment</td>
<td>7, 8</td>
<td>2.8, 3.1</td>
<td>4, 5</td>
<td>3.1, 3.2, 3.3, 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</td>
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<tr>
<td>2. Develop culturally-sensitive, integrated thematic unit plan</td>
<td>1, 3, 7</td>
<td>2.1, 2.4, 3.2, 3.3</td>
<td>1, 3, 4, 5</td>
<td>3.1, 3.2, 3.3, 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</td>
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<tr>
<td>3. Incorporate adaptations/alternative assignments and integrate into unit plan</td>
<td>3, 7, 8</td>
<td>2.1, 2.4, 3.2, 4</td>
<td>2, 4, 5, 7</td>
<td>3.1, 3.2, 3.3, 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</td>
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<tr>
<td>4. Collaborate with teacher-colleagues</td>
<td>1, 4, 5, 10</td>
<td>2.1, 2.4, 3.2, 5.4</td>
<td>4, 8, 9</td>
<td>3.1, 3.2, 3.3, 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</td>
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<tr>
<td>5. Partner with parents</td>
<td>2, 3, 10</td>
<td>1, 5.3</td>
<td>2, 3, 7, 9</td>
<td>3.1, 3.2, 3.3, 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</td>
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<tr>
<td>6. Content mastery and dispositions</td>
<td>3, 4, 7, 8, 9</td>
<td>1, 2.1, 2.4, 2.8, 3.2, 3.3, 3.4, 4, 5.2</td>
<td>4, 5, 7, 10</td>
<td>3.1, 3.2, 3.3, 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</td>
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**F. Course Content:**

1. Social, economic and cultural implications of mastering the language arts and social studies as foundations to live in a democratic society.

2. Social, economic and cultural implications of reading, the language arts, and social studies for fulfilling NJCCCS Workplace Readiness Standards and content standards for language arts and social studies.
3. Universal design, interdisciplinary unit and lesson planning, and the development of integrated curriculum and authentic assessment in social studies and language arts
4. NJ CCCS analysis to create relationships between reading/language arts skills and applications and historical, political, geographic, and economic foundations
5. Maturational and academic characteristics of children K–5, in relation to Levine’s neuro-developmental control systems and Gardner’s multiple intelligences as approaches to accommodate differences in preferred learning styles and abilities for all learners in the areas of language arts and social studies
6. Strategies to individualize instruction for learners with special needs, including specialized language and literacy development techniques for K–5 children, including adaptive strategies and materials for beginning and/or readers with special learning needs
7. Reading/literacy comprehension development in the content areas
8. Technology use to broaden experiential background and to expand horizons for all learners in order to promote learning in social studies and language arts
9. Collaborative instructional and professional development in social studies and language arts
10. Cooperation/collaboration with all parents for a variety of purposes, emphasizing the importance of the role families play in their children’s school lives, and focusing on students from diverse socio-economic, cultural, racial/ethnic, and ability levels

G. Teaching/Learning Methods
   ▪ Lecture and discussion; BlackBoard [Bb] technology to augment lectures
   ▪ Live Text
   ▪ Text/Related readings
   ▪ Cooperative learning groups
   ▪ Video vignettes/Case studies
   ▪ Experiential learning

H. Performance-Based Assessment: Teacher Candidates will . . .
   1. Review professional literature on universal design, unit planning, and integrated curriculum and authentic curriculum-embedded assessment in language arts and social studies as measured by course quizzes and examinations
   2 - 3. Using the National Specialty Standards and NJ CCCS to create relationships between reading/language arts content and skills and social studies content at different K – 5 grade levels, plan and implement a culturally-sensitive integrated (social studies, language arts)
developmentally appropriate, thematic unit plan, and identify alternative assignments to accommodate differences in preferred learning styles and abilities that include instructional adaptations for learners with special needs, and assess results using authentic assessments as assessed using SPEE - - - Rubric 1
4. Work collaboratively with teacher-colleagues to plan and implement lessons in language arts and social studies for a variety of purposes in a variety of settings as demonstrated by in-class presentations and entries to their Self-Reflective Journals during the co-requisite field experience (SPEE - - - Rubric 2, Rubric 3 [partial])
5. Partner with parents to gain insight into the importance of family in children’s educational lives, as demonstrated by targeted entries to their Self-Reflective Journals during the co-requisite field experience (SPEE - - - Rubric 3 [partial])
6. Master content for quizzes and examinations, attend and participate [as ongoing assessments of TC learning, dispositions, and professionalism], and analyze self-growth as a professional as measured by test scores, and disposition analyses

I. Recommended Text/Readings: To be determined
   ▪ Live Text

J. Preparer’s Name: Marjorie T. Goldstein, Ph.D.

K. Department Approval Date: February 1, 2005

L. Current Revision: N/A

M. Current Department Approval Date: /A

N. Bibliography:


Learning styles and multiple intelligences.
http://www.support4learning.org.uk/education/lstyles.htm


Mannix, D. (1996). *100 everyday words to read, write and understand: A guide for teaching the instant usage of high frequency words*. Austin, TX: Pro-Ed.


