

Wallenpaupack Area School District

Planned Course Curriculum Guide

Department Education Pathway (ENGLISH)

Name of Course *Education of Exceptional Students*

Course Description:

Students will become familiar with a range of exceptionalities and learn about the educational supports available for students with specific needs. They will work with experts in the field and address topics like cultural inclusion, family involvement, IEPs, and 504s (modifications and adaptations). This includes field experience opportunities.

Course Length: One Semester**Prerequisites:** Introduction to Education (recommended)**Guiding Framework:**

Belong: Students deserve to feel seen, valued, respected, and included.

Purpose: Students make a difference through service, advocacy, and intentional real-world applications.

Choice: Students select from a range of performance tasks while working toward common learning goals.

Course Goals

Students will:

- Develop an understanding of exceptional learners and inclusive educational practices.
- Examine federal legislation, educational policies, and ethical responsibilities.
- Analyze the characteristics and educational implications of a variety of exceptionalities.
- Apply evidence-based instructional practices to support diverse learners.
- Interpret and evaluate Individualized Education Programs (IEPs) and Section 504 Plans.
- Collaborate effectively with families, educators, and related service providers.
- Reflect upon their own growth as future educators.
- Develop a professional philosophy centered on belonging, purpose, and advocacy.

Essential Questions

- What does it mean to create a classroom where every learner belongs?
- How do educators recognize and build upon students' strengths?
- How do inclusive educational practices improve outcomes for all learners?
- What responsibilities do educators have to advocate for students and families?
- How do collaboration, empathy, and reflection influence effective teaching?
- How will my experiences in this course shape the educator I am becoming?

Initial Creation Date (if applicable) and Revision Dates:

S. Rosencrance (2026)

Wallenpaupack Area School District Curriculum	
COURSE: Education of Exceptional Students	GRADE/S: 10-12
UNIT 1: Foundations of Inclusive Education: Every Child Has a Story	TIMEFRAME: 3 Weeks (Approximately 15 classes)

PA COMMON CORE/NATIONAL STANDARDS:

Pennsylvania Career Education & Work Standards

- 13.1 Career Awareness and Exploration
- 13.2 Employability Skills
- 13.4 Personal Interests and Career Planning

Pennsylvania Family & Consumer Sciences Standards

- 11.3 Human Development, Family, & Relationships
- 11.4 Education and Early Childhood Development
- 11.6 Career, Community, & Family Connections

Pennsylvania Civics & Government Standards

- 5.1 Principles and Documents of Government
- 5.2 Rights and Responsibilities of Citizenship
- 5.3 How Government Works
- 5.4 Government and Citizens

CC ELA Standards (9-12)

- CC.1.2.9-10.A Cite strong and thorough textual evidence.
- CC.1.2.9-10.B Determine and analyze central ideas.
- CC.1.2.9-10.C Analyze author's purpose and argument.
- CC.1.2.9-10.G Analyze various accounts of a subject.
- CC.1.2.11-12.B Determine and analyze central ideas of informational text.
- CC.1.2.11-12.H Evaluate reasoning and evidence in complex texts.

CC ELA Writing (9-12)

- CC.1.4.9-10.A Write informative/explanatory texts.
- CC.1.4.9-10.G Write arguments supported by evidence.
- CC.1.4.9-10.V Conduct short and sustained research projects.
- CC.1.4.11-12.A Write informative/explanatory texts.
- CC.1.4.11-12.G Write arguments addressing substantive topics.
- CC.1.4.11-12.V Conduct independent and sustained research.

Speaking and Listening (9-12)

- CC.1.5.9-10.A Initiate and participate in collaborative discussions.
- CC.1.5.9-10.D Present information clearly and logically.
- CC.1.5.11-12.A Collaborate effectively in discussions.
- CC.1.5.11-12.D Present information and findings effectively.

CC Literacy Standards for History/Social Studies (9-12)

Reading

CC.8.5.9-10.A Cite specific textual evidence from primary and secondary sources.

CC.8.5.9-10.B Determine central ideas of sources.

CC.8.5.9-10.H Assess reasoning and evidence.

CC.8.5.11-12.A Cite strong textual evidence.

CC.8.5.11-12.H Evaluate claims and evidence.

Writing

CC.8.6.9-10.A Write arguments focused on discipline-specific content.

CC.8.6.9-10.F Conduct research projects.

CC.8.6.11-12.A Write discipline-specific arguments.

CC.8.6.11-12.F Conduct sustained research.

UNIT OBJECTIVES (SWBATS):

Essential Question

How do educators create learning environments where every student experiences dignity, belonging, and opportunity?

Students will be able to...

- Describe the purpose and history of special education.
- Explain the major provisions of IDEA, Section 504, ADA, and FAPE.
- Differentiate accommodations from modifications.
- Describe the Least Restrictive Environment (LRE).
- Explain the importance of collaboration between educators and families.
- Reflect upon personal beliefs regarding disability and inclusion.
- Demonstrate empathy and respect for diverse learners.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Interactive lectures

Guided notes

Vocabulary development

Think-Pair-Share discussions

Textbook Learning

Heward Chapters 1–3

Featured Teacher reflections

Teaching & Learning features

Chapter Check-In/Check-Up activities

Active Learning

Gallery Walk: What Does Inclusion Look Like?
 Historical Timeline of Special Education
 Disability Awareness Discussion
 Collaborative Problem Solving
 Family Perspective Analysis

Professional Learning Lab #1

Every Child Has a Story

Students examine photographs, biographies, and educational profiles of children with exceptionalities.

Working in small groups, students answer:

- What strengths does this learner possess?
- What barriers might this learner encounter?
- How can educators remove those barriers?
- What assumptions did you initially make?

Students conclude by discussing the importance of seeing the child before the disability.

Authentic Learning Challenge - Student Choice (Students select ONE experience).

Option A: Community Interview

Special educator, School counselor, School psychologist, Parent, Related service provider
 Focus: "What does inclusion look like in practice?"

Option B: Children's Literature Project

Create an original children's book celebrating differences, belonging, and inclusion.

Option C: Educational Podcast

Create a 10-minute podcast discussing: "Why Inclusive Schools Matter." Include at least one educator as a "featured guest."

Option D: Disability Awareness Campaign

Develop an educational awareness campaign for Wallenpaupack students promoting understanding and acceptance. Deliverables may include posters, social media graphics, video, and morning announcements.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic

- Prior Knowledge Survey: What is Special Education?
- Beliefs About Inclusion Reflection
- Vocabulary Pre-Assessment
- Anticipation Guide: Myths and Facts About Disability and Inclusion

Formative

- Guided Notes
- Exit Tickets
- Chapter Discussions
- IDEA/504 Vocabulary Activities
- Historical Timeline Checkpoints
- Family Perspective Analysis
- Think-Pair-Share Discussions
- Reflection Journals
-

Benchmark Performance Task

Professional Learning Lab #1: Every Child Has a Story

Students analyze a learner profile and identify:

- Student strengths
- Potential barriers
- Environmental supports
- Strategies that promote belonging
-

Students support their conclusions with evidence from course content.

Summative

- **Authentic Learning Challenge** (Student Choice Project)
- **Professional Reflection Prompt:** *What does it mean to create a classroom where every learner belongs?*

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

Engagement: Student choice, Collaborative learning, Authentic experiences

Medium: Text, Video, Discussion, Graphic organizers, Teacher modeling

Expression: Writing, Speaking, Multimedia, Artwork, Interviews, Presentations, etc.

Additional supports include AI-assisted brainstorming (with teacher guidance), Extended time
Flexible grouping, Alternative assessments, Read-aloud supports, Vocabulary scaffolds.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2017). *Exceptional Children: An Introduction to Special Education* (11th ed.).

Chapter 1 – Special Education in an Era of Inclusion

Chapter 2 – Policies, Practices, and Programs

Chapter 3 – Collaborating with Families

Supplemental Resources

IRIS Center Modules

ECAC IEP Video Series

Outsmart Your Brain study guide

Course graphic organizers

Google Classroom

Canva

Guest speakers

KEY VOCABULARY:

Exceptionality

Inclusion

ADA

Universal Design for Learning (UDL)

LRE

Accommodation

Modification

Advocacy

FAPE

504

IFSP

IDEA

IEP

Collaboration

Wallenpaupack Area School District Curriculum	
COURSE: Education of Exceptional Students	GRADE/S: 10-12
UNIT 2: Understanding Exceptional Learners: Recognizing Strengths, Supporting Success	TIMEFRAME: 5 Weeks (Approximately 20 Classes)

PA COMMON CORE/NATIONAL STANDARDS:

Pennsylvania Career Education & Work Standards

13.1 Career Awareness and Exploration

13.2 Employability Skills

13.4 Personal Interests and Career Planning

.

Pennsylvania Family & Consumer Sciences Standards

11.3 Human Development, Family, & Relationships

11.4 Education and Early Childhood Development

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CC.1.4.11-12.V Conduct independent and sustained research.

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CC.8.5.11-12.A Cite strong textual evidence.

CC.8.5.11-12.H Evaluate claims and evidence.

Writing

CC.8.6.9-10.F Conduct research projects.

CC.8.6.11-12.F Conduct sustained research.

UNIT OBJECTIVES (SWBATS):**Essential Question**

How can educators recognize students' unique strengths and design learning experiences that help every learner succeed?

Students will be able to...

- Explain the purposes of educational assessment and evaluation.
- Describe the characteristics of learning disabilities, emotional and behavioral disorders, autism spectrum disorder, and communication disorders.
- Differentiate formal and informal assessment methods.
- Analyze authentic student profiles and recommend instructional supports.
- Interpret components of an Individualized Education Program (IEP).
- Recognize strengths-based approaches to supporting exceptional learners.
- Apply professional language when discussing exceptionalities.

Belong

How can educators ensure that students are recognized for their strengths rather than defined by a disability label?

Purpose

How does understanding assessment, collaboration, and individualized supports influence your role as a future educator?

Choice

Which authentic learning experience most influenced your understanding of exceptional learners, and how might it shape your future classroom practices?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:Direct Instruction

Interactive lectures
Guided note-taking
Vocabulary development
Classroom discussions

Textbook Learning

Heward Chapters 4-8
Featured Teacher reflections
Chapter case studies
Teaching & Learning features

Active Learning

Student profile analysis
 Disability myth vs. fact activity
 Assessment simulation
 IEP scavenger hunt
 Collaborative problem-solving scenarios
 Graphic organizers comparing exceptionalities

Professional Learning Lab #2: *Looking Beyond the Label*

Students rotate through several authentic student case studies representing a variety of exceptional learning needs.

Working collaboratively, students examine:

- Student strengths
- Areas of need
- Classroom barriers
- Instructional supports
- Potential accommodations
- Questions they would ask the educational team

Authentic Learning Challenge (Students complete ONE)

Option A: Caroline Longitudinal IEP Analysis

Using the Caroline case study, students analyze multiple years of educational data to identify patterns of growth, changing goals, and evolving instructional supports. Students reflect on how individualized planning promotes long-term success.

Option B: Professional Interview

Interview one of the following professionals:

Special Education Teacher -- School Psychologist -- Speech-Language Pathologist
 Occupational Therapist -- Physical Therapist -- Behavior Specialist

Students prepare interview questions, summarize key insights, and connect professional perspectives to course concepts.

Option C: Inclusive Classroom Observation

Observe an inclusive classroom or review a teacher-approved classroom video. Document instructional strategies, classroom supports, student interactions, and evidence of differentiated instruction. Reflect on how the teacher creates an environment where all learners can participate meaningfully.

Option D: Instructional Support Toolkit

Design a practical toolkit that includes accommodations, modifications, graphic organizers, visual supports, and classroom strategies for a selected exceptionality. Include explanations for when and why each support would be appropriate.

Option E: Disability Awareness Resource

Develop an educational resource for educators, families, or classmates that dispels common misconceptions about one exceptionality while highlighting strengths, effective instructional practices, and available supports. Resources may include brochures, websites, infographics, or multimedia presentations.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic

- Vocabulary Pre-Assessment
- Disability Awareness Survey
- Assessment Knowledge Check

Formative

- Guided Notes
- Student Profile Analysis
- Disability Characteristics Graphic Organizers
- IEP Scavenger Hunt
- Assessment Simulations
- Myth vs. Fact Activities
- Exit Tickets
- Reflection Journals
-

Benchmark Performance Task

Professional Learning Lab #2: Looking Beyond the Label

Students rotate through authentic case studies and:

- Identify strengths and needs
- Recommend accommodations
- Explain instructional supports
- Develop questions for the educational team
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Summative

Case Study Analysis

Students receive a student profile and:

- Analyze educational data
- Identify strengths and areas of need
- Recommend supports and accommodations
- Justify recommendations using evidence

Professional Reflection

Prompt: *How can educators recognize students' strengths without defining them by a disability label?*

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Students may choose to extend their learning through one or more of the following experiences:

- Volunteer with a local organization serving individuals with disabilities.
- Observe a speech, occupational, or physical therapy session.
- Participate in a Special Olympics event.
- Interview a family member or caregiver about navigating educational services.

Instruction incorporates Universal Design for Learning (UDL) principles.

Engagement: Student choice, Collaborative learning, Authentic experiences

Medium: Text, Video, Discussion, Graphic organizers, Teacher modeling

Expression: Writing, Speaking, Multimedia, Artwork, Interviews, Presentations, etc.

Additional supports include AI-assisted brainstorming (with teacher guidance), Extended time
Flexible grouping, Alternative assessments, Read-aloud supports, Vocabulary scaffolds

RESOURCES (Technology-Based Resources, Text Resources, etc.):

Text

Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2017). *Exceptional Children: An Introduction to Special Education* (11th ed.).

Chapter 4 Assessment, Diagnosis & Eligibility

Chapter 5 Learning Disabilities

Chapter 6 Emotional/Behavioral Disorders

Chapter 7 Autism Spectrum Disorder

Chapter 8 Communication Disorders

KEY VOCABULARY:

Assessment

Learning Disability

Communication Disorder

Present Levels of Academic Evaluation

Dyslexia

Behavior Intervention Plan (BIP)

Accommodation

Eligibility

Emotional Disturbance

Modification

Progress Monitoring

Achievement and Functional Performance (PLAAFP)

Speech-Language Pathologist

Autism Spectrum Disorder (ASD)

Wallenpaupack Area School District Curriculum	
COURSE: Education of Exceptional Students	GRADE/S: 10-12
UNIT 3: Designing Inclusive Learning Environments: Removing Barriers, Empowering Learners	TIMEFRAME: 4 Weeks, 20 classes
PA COMMON CORE/NATIONAL STANDARDS: <u>Pennsylvania Career Education & Work Standards</u> 13.2 Employability Skills 13.4 Personal Interests and Career Planning . <u>Pennsylvania Family & Consumer Sciences Standards</u> 11.3 Human Development, Family, & Relationships 11.4 Education and Early Childhood Development 11.6 Career, Community, & Family Connections <u>Pennsylvania Civics & Government Standards</u> 5.2 Rights and Responsibilities of Citizenship <u>CC ELA Standards (9-12)</u> CC.1.2.9-10.A Cite strong and thorough textual evidence. CC.1.2.9-10.B Determine and analyze central ideas. CC.1.2.9-10.G Analyze various accounts of a subject. CC.1.2.11-12.B Determine and analyze central ideas of informational text. <u>CC ELA Writing (9-12)</u> CC.1.4.9-10.A Write informative/explanatory texts. CC.1.4.9-10.V Conduct short and sustained research projects. CC.1.4.11-12.A Write informative/explanatory texts. <u>Speaking and Listening (9-12)</u> CC.1.5.9-10.A Initiate and participate in collaborative discussions. CC.1.5.9-10.D Present information clearly and logically. CC.1.5.11-12.A Collaborate effectively in discussions. CC.1.5.11-12.D Present information and findings effectively. <u>CC Literacy Standards for History/Social Studies (9-12)</u> Reading CC.8.5.9-10.A Cite specific textual evidence from primary and secondary sources. CC.8.5.9-10.B Determine central ideas of sources. CC.8.5.11-12.H Evaluate claims and evidence. Writing CC.8.6.9-10.F Conduct research projects. CC.8.6.11-12.F Conduct sustained research.	

UNIT OBJECTIVES (SWBATS):**Essential Question**

How do effective educators remove barriers so every student can participate, learn, and succeed?

Students will be able to...

- Describe characteristics associated with hearing, visual, physical, health, and multiple disabilities.
- Explain principles of Universal Design for Learning (UDL).
- Differentiate accommodations from modifications.
- Evaluate classroom environments for accessibility.
- Identify assistive technologies that support student independence.
- Design inclusive instructional materials.

Belong: How does accessibility create a greater sense of belonging?

Purpose: How does thoughtful planning remove barriers before they become obstacles?

Choice: Which design decisions best reflect your philosophy of inclusive education?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:Direct Instruction

- Interactive lectures
- Guided notes
- Vocabulary development
- Demonstrations of assistive technology

Active Learning

- Accessibility scavenger hunt
- UDL lesson redesign
- Inclusive classroom blueprint
- Barrier identification activity
- Assistive technology exploration
- Case study analysis

Professional Learning Lab #3: Walk in My Shoes

Students participate in teacher-facilitated simulations that encourage empathy and critical reflection regarding accessibility and instructional barriers. Simulations are followed by structured discussions emphasizing that disabilities cannot be fully replicated and that the purpose is to understand environmental barriers—not to imitate lived experiences.

Students reflect:

- What barriers existed?
- Which barriers were environmental?
- What instructional changes would improve participation?

Authentic Learning Challenge (Students complete one).

Option A: Design an inclusive classroom using UDL principles.

Option B: Create adaptive instructional materials for an elementary classroom.

Option C: Develop an Assistive Technology Resource Guide.

Option D: Complete an Accessibility Audit of the school or community.

Option E: Redesign an existing lesson to increase accessibility for diverse learners.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic

- Accessibility Knowledge Survey
- UDL Self-Assessment
- Assistive Technology Awareness Check

Formative

- Guided Notes
- UDL Practice Activities
- Accessibility Scavenger Hunt
- Classroom Design Sketches
- Assistive Technology Reviews
- Exit Tickets
- Reflection Journals

Benchmark Performance Task

Professional Learning Lab #3: Walk in My Shoes

Students analyze environmental barriers and:

- Identify accessibility concerns
- Recommend instructional changes
- Connect barriers to UDL principles
- Reflect on inclusive practices

Summative

Inclusive Classroom Design Project

Students create an inclusive classroom plan that includes:

- UDL strategies
- Accessible learning environments
- Assistive technology supports
- Differentiated instructional practices

Professional Reflection

Prompt: *How do effective educators remove barriers before they become obstacles to learning?*

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Students may:

- Visit an assistive technology center.
- Observe an inclusive classroom.
- Interview an occupational or physical therapist.
- Meet with a teacher of students with visual or hearing impairments.
- Evaluate accessibility within the school building.

Instruction incorporates Universal Design for Learning (UDL) by offering multiple means of engagement, representation, and expression. Students select authentic projects aligned to their interests while accessing content through varied instructional formats.

Engagement: Student choice, Collaborative learning, Authentic experiences

Medium: Text, Video, Discussion, Graphic organizers, Teacher modeling

Expression: Writing, Speaking, Multimedia, Artwork, Interviews, Presentations, etc.

Additional supports include AI-assisted brainstorming (with teacher guidance), Extended time Flexible grouping, Alternative assessments, Read-aloud supports, Vocabulary scaffolds.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

CAST UDL Guidelines

IRIS Modules

Assistive Technology demonstrations

Canva

Textbook Chapters:

Chapter 9 Hearing Impairments

Chapter 10 Visual Impairments

Chapter 11 ADHD/Health/Physical Disabilities

Chapter 12 Severe and Multiple Disabilities

KEY VOCABULARY:

Universal Design for Learning (UDL)

Assistive Technology

Accessibility

Physical Disability

Orthopedic Impairment

Hearing Impairment

Visual Impairment

Multiple Disabilities

Orientation

Orientation & Mobility Braille

Wallenpaupack Area School District Curriculum	
COURSE: Education of Exceptional Students	GRADE/S: 10-12
UNIT 4: Collaboration Beyond the Classroom: Families, Communities, and Lifelong Success	TIMEFRAME: 3 Weeks (15 class periods)

PA COMMON CORE/NATIONAL STANDARDS:

Pennsylvania Family & Consumer Sciences Standards

11.3 Human Development, Family, & Relationships

11.4 Education and Early Childhood Development

11.6 Career, Community, & Family Connections

Pennsylvania Civics & Government Standards

5.2 Rights and Responsibilities of Citizenship

CC ELA Standards (9-12)

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CC ELA Writing (9-12)

CC.1.4.9-10.A Write informative/explanatory texts.

CC.1.4.9-10.V Conduct short and sustained research projects.

CC.1.4.11-12.A Write informative/explanatory texts.

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CC Literacy Standards for History/Social Studies (9-12)

Reading

CC.8.5.9-10.A Cite specific textual evidence from primary and secondary sources.

CC.8.5.9-10.B Determine central ideas of sources.

CC.8.5.11-12.H Evaluate claims and evidence.

Writing

CC.8.6.9-10.F Conduct research projects.

CC.8.6.11-12.F Conduct sustained research.

UNIT OBJECTIVES (SWBATS):

Essential Question

How do educators, families, and communities work together to support lifelong success?

Students will...

- Describe transition planning.
- Explain family engagement strategies.
- Examine characteristics of gifted learners.
- Evaluate community resources.
- Identify professionals involved in supporting students.

Belong: Why must families be viewed as equal partners?

Purpose: How does collaboration improve student outcomes?

Choice: Which community partnership inspired you most?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Guided instruction
- Family case studies
- Transition planning
- Community mapping
- Collaborative discussions

Professional Learning Lab #4*Building the Team*

Students receive a student profile and assemble a multidisciplinary team then present their recommendations.

Each group determines:

- Who should be involved?
- What expertise does each professional contribute?
- How can everyone support the student?

Authentic Learning Challenge - Choose ONE.

Option A: Interview a parent or caregiver.

Option B: Interview a transition coordinator.

Option C: Develop a Community Resource Guide.

Option D: Create a Family Information Night presentation.

Option E: Research a gifted education program and evaluate how it meets learner needs.

Real-World Learning

Students may:

- Attend a transition fair.
- Visit a career and technical education center.
- Observe an early intervention classroom.
- Volunteer at a community organization.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic

- Community Resources Inventory
- Family Engagement Reflection
- Transition Planning Knowledge Check

Formative

- Guided Notes
- Family Case Studies
- Community Mapping Activities
- Collaborative Discussions
- Transition Planning Activities
- Exit Tickets
- Reflection Journals

Benchmark Performance Task

Professional Learning Lab #4: Building the Team

Students receive a student profile and:

- Build a multidisciplinary team
- Explain each professional's role
- Develop collaborative recommendations
- Present findings to peers

Summative

Community Support Project: Students complete one Authentic Learning Challenge option.

Professional Reflection

Prompt: *Why are families and community partners essential members of a student's educational team?*

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Students may:

- Visit an assistive technology center.
- Observe an inclusive classroom.
- Interview an occupational or physical therapist.
- Meet with a teacher of students with visual or hearing impairments.
- Evaluate accessibility within the school building.

Instruction incorporates Universal Design for Learning (UDL) by offering multiple means of engagement, representation, and expression. Students select authentic projects aligned to their interests while accessing content through varied instructional formats.

Engagement: Student choice, Collaborative learning, Authentic experiences

Medium: Text, Video, Discussion, Graphic organizers, Teacher modeling

Expression: Writing, Speaking, Multimedia, Artwork, Interviews, Presentations, etc.

Additional supports include AI-assisted brainstorming (with teacher guidance), Extended time Flexible grouping, Alternative assessments, Read-aloud supports, Vocabulary scaffolds.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Heward Chapters 13–15
- Transition planning resources
- Family organizations
- Community agencies
- IRIS Modules

KEY VOCABULARY:

- Transition
- Self-Advocacy
- Family Engagement
- Collaboration
- Giftedness
- Early Intervention
- Community Agency

Wallenpaupack Area School District Curriculum	
COURSE: Education of Exceptional Students	GRADE/S: 10-12
UNIT 5 Becoming an Inclusive Educator: Professional Identity in Action	TIMEFRAME: 3 Weeks (Approximately 15 classes)

PA COMMON CORE/NATIONAL STANDARDS:

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- 13.2 Employability Skills
- 13.4 Personal Interests and Career Planning

Pennsylvania Family & Consumer Sciences Standards

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Writing

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 CC.8.6.9-10.F Conduct research projects.
 CC.8.6.11-12.A Write discipline-specific arguments.
 CC.8.6.11-12.F Conduct sustained research.

UNIT OBJECTIVES (SWBATS):

Who am I becoming as an educator, and how will I ensure every learner belongs?

Students will...

- Analyze authentic educational case studies.
- Apply knowledge of IEPs and accommodations.
- Develop an evidence-based philosophy of inclusive education.
- Demonstrate professional communication skills.
- Reflect upon personal growth.

Belong: How has your understanding of inclusion changed throughout this course?

Purpose: Which experiences best prepared you to become an educator?

Choice: How will you continue developing your knowledge, empathy, and advocacy throughout your career?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Seminar discussions
- Portfolio conferences
- Case study analysis
- Peer feedback
- Professional reflection

Professional Learning Lab #5: The Future Educator Roundtable

Students participate in professional conversations about authentic educational dilemmas, drawing on evidence from coursework, field experiences, and interviews.

Authentic Learning Challenge: Students complete ONE capstone.

Option A: Develop Auggie's complete IEP.

Option B: Analyze Caroline's educational journey.

Option C: Complete Sophie's 504 timeline and recommendations.

Option D: Create a TED-style presentation: "Every Child Deserves to Belong."

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic

- Portfolio Self-Assessment
- Professional Growth Reflection
- Career Readiness Survey

Formative

- Portfolio Conferences
- Peer Feedback
- Case Study Discussions
- Reflection Journals
- Capstone Checkpoints
- Seminar Participation
-

Benchmark Performance Task

Professional Learning Lab #5: Future Educator Roundtable

Students participate in professional discussions using evidence from:

- Coursework
- Case studies
- Interviews
- Field experiences

Summative

Capstone Project: Students complete ONE:

- Auggie's Complete IEP
- Caroline Educational Journey Analysis
- Sophie's 504 Timeline and Recommendations
- TED-Style Presentation: *Every Child Deserves to Belong*

Professional Portfolio

Portfolio includes:

- Reflections
- Learning Lab artifacts

- Authentic Learning Challenges
- Career and college connections
- Personal philosophy of inclusive education

Final Reflection Essay

Prompt: *How have your experiences in this course shaped the educator you are becoming, and how will you promote belonging, purpose, and advocacy in your future classroom?*

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Students may:

- Visit an assistive technology center.
- Observe an inclusive classroom.
- Interview an occupational or physical therapist.
- Meet with a teacher of students with visual or hearing impairments.
- Evaluate accessibility within the school building.

Instruction incorporates Universal Design for Learning (UDL) by offering multiple means of engagement, representation, and expression. Students select authentic projects aligned to their interests while accessing content through varied instructional formats.

Engagement: Student choice, Collaborative learning, Authentic experiences

Medium: Text, Video, Discussion, Graphic organizers, Teacher modeling

Expression: Writing, Speaking, Multimedia, Artwork, Interviews, Presentations, etc.

Additional supports include AI-assisted brainstorming (with teacher guidance), Extended time Flexible grouping, Alternative assessments, Read-aloud supports, Vocabulary scaffolds.

KEY VOCABULARY:

Advocacy
Inclusion
Reflection
Professional Identity
Self-Efficacy
Collaboration
Equity

