

California State University, Northridge  
Department of Special Education

Spring 2022

**SPED 566D: CURRICULUM AND INSTRUCTION FOR  
DEAF AND HARD OF HEARING STUDENTS (3)**

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**Conceptual Framework**  
(Revised: Summer 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

## COURSE DESCRIPTION

This course examines assessment, curriculum, and instruction appropriate for deaf and hard of hearing students across the age range. Candidates use research and contemporary theoretical orientations to evaluate, modify and/or design instructional materials for assessment, curriculum development and instruction in content areas. Emphasis is given to developing knowledge and skills in ASL/English Bilingual instruction. Prerequisites: SPED 504D, 560.

*NOTE: This course includes 5 hours of early fieldwork strategies for the **development of effective visually accessible instruction for DHH students in content areas**. This guided fieldwork is accomplished through an instructional assignment requiring observational study, planning, and critical feedback. Mentorship for all field-based projects comes directly from the course instructor. Each of the projects is implemented with deaf students in various settings and is guided and scaffolded by the instructors. The instructors provide mentorship through modeling and explicit feedback of project implementation and in many cases, students are encouraged to repeat the project if/as necessary.*

### **Course Objectives:**

After completing this course, candidates will be able to:

1. Evaluate and modify instructional materials and curricula to be suitable for DHH students.
2. Demonstrate knowledge and skills using ASL/English bilingual instructional methods.
3. Develop specific instructional aids for math, social studies, and science for DHH students effectively supporting deaf students with diverse language and learning needs.
4. Develop lesson plans that
  - integrate content area standards with objectives that are consistent with the student's IEP and Common Core Standards in ELA and/or Math.
  - relate content of instruction to real life applications including vocational, higher educational and career oriented activities; filling in gaps in authentic experiences
  - provide maximal opportunity for vocabulary development within student expressive language use
  - utilize differentiated instruction or students with multiple disabilities.
  - utilize concepts of Universal Design for Learning that include technology and multi-media.
5. Demonstrate knowledge related to the role and effective use and management of paraeducators within the classroom.
6. Demonstrate knowledge of accurate sources for conceptually accurate and ASL-appropriate sign choices while planning and implementing academic instruction in the content areas.

7. Create and implement differentiated instruction informed by universal design for learning effectively supporting deaf students with diverse language and learning needs.
8. Select, adapt, create and use culturally-relevant language-rich resources for the instruction of deaf students with diverse language and learning needs.
9. Utilize and embed collaborative activities that embrace the unique language and leadership contributions of diverse Deaf community role models within the classroom.

**Required Text:** Stewart & Kluwin (2001) *Teaching Deaf and Hard of Hearing Students: Content, Strategies, & Curriculum*

Chapter 1 (Teaching Deaf Children: Characteristics and Themes), Chapter 2 (Teaching Science, Chapter 3 (Teaching Social Studies), and Chapter 6 (Teaching Mathematics).

Mather, S. & Clark, MD. (2012). An issue of learning: The effect of visual split attention in classes for Deaf and Hard of Hearing students. *Odyssey*. 20-24.

Pagliaro, C. & Kritzer, K (2012). The math gap: A description of the mathematics performance of preschool-aged Deaf/Hard of Hearing children. *Journal of Deaf Studies and Deaf Education* 18 (2), 139-160.

Wang, Y (2011). Inquiry-based science instruction and performance literacy for students who are deaf or hard of hearing. *American Annals of the Deaf* 156 (3), 239-254.

### **Presentation Methods for the Course:**

The course will use a variety of teaching methods, including discussion, lecture, live and videotaped demonstration, student presentations, hands-on and simulated classroom and laboratory practice, and internet-based learning opportunities.

### **Course Expectations**

We strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student experience.

If you have a disability and need accommodations, please register with the **Disability Resources and Educational Services** [Links to an external site.](#) (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact the instructor to set up an appointment.

We highly value effective communication. If you are confused, have needs, or would like to share something with either instructor, please reach out. While we check-in with students from

time-to-time during the semester, we don't know what you don't share. We can help problem-solve if/ as needed.

**IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail as soon as you've activated your university account. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail) Links to an external site.. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, go to [www.csun.edu/account](http://www.csun.edu/account) Links to an external site., log in and select Mail for forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

**Additionally:**

- Please proofread all of your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Student papers should reflect high quality and be appropriate for **graduate level** course. Late unexcused papers will be penalized.
- Cheating and plagiarizing are taken very seriously. Please see the [University Catalog Links to an external site.](#) and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
- INC grades are considered using university guidelines. Please see the [University catalog Links to an external site.](#)

**Online Etiquette (for synchronous online classes)**

All of your learning activities take place online which requires rules of etiquette for everyone in the class to follow. For this course we will primarily use Canvas and Zoom.

Your attendance is crucial, not only for you but for your classmates, too! Every student has something of unique value to add to the class environment based on your life experience, background, ethic and cultural heritage. Don't be stingy, come to our online class and share your talents and knowledge with all of us!

Because American Sign Language is a visual language, we ask that you keep your camera on during class. **The class policy is that your screen name be visible on your device.** It's highly encouraged that you use a computer for access the class and related materials. If you need assistance accessing a computer through CSUN, please let me know as soon as possible. (Occasionally, you might need to use a cell phone or tablet. If so, be sure to add your name to your device before the beginning of the class.)

Once you enter the Zoom room, you will be muted. This ensures all members of the class can hear the instructors and any background noise from your location will not be disruptive. It will be important to remain muted until called on by the professor to avoid disruptions during class.

During our first class we will review the buttons on Zoom that allow students to raise their hands and ask questions using the Chat function and how to enter and leave breakout rooms. Please contact us should you have special requests or have questions about this policy.

## GRADING STANDARDS

### Grading Rubric

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Attendance and participation in class is consistent and engaging.

B = Very Good - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Attendance and participation in class is consistent and engaging.

C = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Attendance and participation are sporadic and limited.

D = Barely Passing - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Attendance and participation are poor.

F = Failing - Performance reflects lack of engagement with the information. No assignments are completed. Attendance and participation are poor.

<u>Percentage of Points</u>		<u>Grade</u>	
93 - 100	A	78 - 79	C+
90 - 92	A -	73 - 77	C
88 - 89	B+	70 - 72	C -
83 - 87	B	60 - 69	D
80 - 82	B-	00 - 59	F

INC grades are considered using university guidelines. Please see the University Catalog.

### **Required assignments:**

3 methods concept papers (20 points each)	60 points
3 written lesson plans (20 points each)	60 points
3 in-class lessons (20 points each)	60 points
Reflection on instruction in content area	20 points
<b>TOTAL.</b>	<b>200 points</b>

Assignment	DHH TPEs
<p><b>Methods Concept Papers:</b> (20 points each) Share thoughts and understanding of critical challenges for deaf students in the instruction of:</p> <ul style="list-style-type: none"> <li>• math concepts</li> <li>• history concepts</li> <li>• science concepts</li> </ul>	<p>DHH1.1 DHH1.1 DHH1.1 DHH1.2  DHH1.2 DHH1.2 DHH1.3 DHH1.4  DHH1.4 DHH2.4 DHH2.6 DHH2.7  DHH3.3 DHH3.3 DHH3.3 DHH3.4  DHH3.4 DHH3.4 DHH3.5 DHH3.8  DHH3.8 DHH4.2 DHH4.4 DHH5.1  DHH5.5 DHH6.5 DHH6.5 DHH6.5  DHH6.6 DHH6.8 DHH6.8 DHH6.8</p>
<p><b>Written Lesson Plans:</b> (20 points each) Written lesson plans in each content area that include: lesson purpose, related CA standard, lesson objective, connection to prior knowledge, modeling (“I do”), methods of instruction (“I do” and “We do”), check for understanding (“You do”), strategies for differentiation, and next steps reflecting an understanding of moving to deeper levels of knowledge.</p> <ul style="list-style-type: none"> <li>• math lesson plan</li> <li>• history lesson plan</li> <li>• science lesson plan</li> </ul>	<p>DHH1.1 DHH1.1 DHH1.1 DHH1.2  DHH1.2 DHH1.2 DHH1.3 DHH1.4  DHH1.4 DHH1.5 DHH1.5 DHH1.5  DHH1.6 DHH1.6 DHH1.6 DHH1.7  DHH1.7 DHH1.7 DHH2.2 DHH2.2  DHH2.4 DHH2.5 DHH2.5 DHH2.8  DHH2.8 DHH2.8 DHH2.9 DHH2.9  DHH3.1 DHH3.1 DHH3.1 DHH3.2  DHH3.2 DHH3.2 DHH3.3 DHH3.3  DHH3.3 DHH3.4 DHH3.4 DHH3.4  DHH3.6 DHH3.6 DHH3.6 DHH3.7  DHH3.7 DHH3.7 DHH3.8 DHH3.8  DHH3.8 DHH4.1 DHH4.1 DHH4.1  DHH4.3 DHH4.3 DHH4.3 DHH 4.6  DHH4.6 DHH4.6 DHH5.1 DHH5.2  DHH5.2 DHH5.2 DHH5.5 DHH5.5  DHH5.5 DHH6.5 DHH6.5 DHH6.5</p>
<p><b>Presentation of in-class group lessons:</b> (20 points each) In-class lessons will prioritize the instructional component of the lesson plan for demonstration. Check for understanding and next steps will be explained.</p> <ul style="list-style-type: none"> <li>• math lesson plan</li> <li>• history lesson plan</li> <li>• science lesson plan</li> </ul> <p>*Group in-class lessons will be assigned to ensure that every student implements a lesson for</p> <ol style="list-style-type: none"> <li>a) preK/K/lower elementary</li> <li>b) upper elementary</li> <li>c) middle/high school</li> </ol>	<p>DHH1.1 DHH1.1 DHH1.1 DHH1.2  DHH1.2 DHH1.2 DHH1.3 DHH1.4  DHH1.4 DHH1.5 DHH1.5 DHH1.5  DHH1.6 DHH1.6 DHH1.6 DHH1.7  DHH1.7 DHH1.7 DHH2.2 DHH2.2  DHH2.2 DHH2.4 DHH2.5 DHH2.5  DHH2.8 DHH2.8 DHH2.8 DHH2.9  DHH2.9 DHH3.1 DHH3.1 DHH3.1  DHH3.2 DHH3.2 DHH3.2 DHH3.3  DHH3.3 DHH3.3 DHH3.4 DHH3.4  DHH3.4 DHH3.6 DHH3.6 DHH3.6  DHH3.7 DHH3.7 DHH3.7 DHH3.8  DHH3.8 DHH3.8 DHH4.1 DHH4.1  DHH4.1 DHH4.3 DHH4.3 DHH4.3  DHH4.6 DHH4.6 DHH4.6 DHH5.1  DHH5.2 DHH5.2 DHH5.2 DHH5.5  DHH5.5 DHH5.5 DHH6.5 DHH6.5</p>

	DHH6.5
<p><b>Reflection on instruction in the content areas</b> (20 points)</p> <p>Candidates will observe preselected experienced teachers in 1 of the 3 content areas covered. Assigned fieldwork includes: direct observation in the field with teacher and students, interview with the teacher about instructional methods, and a reflection paper summarizing thoughts about the experience.</p> <p><i>*Successful completion of this fieldwork assignment satisfies 5 hours of early fieldwork.</i></p>	<p>DHH1.1 DHH1.1 DHH1.1 DHH1.2  DHH1.2 DHH1.2 DHH2.2 DHH2.2  DHH2.4 DHH2.5 DHH2.5 DHH3.3  DHH3.3 DHH3.3 DHH3.4 DHH3.4  DHH3.4 DHH3.5 DHH3.8 DHH3.8  DHH3.8 DHH4.7 DHH5.1 DHH5.5  DHH6.5</p>

**Tentative WEEKLY SCHEDULE**  
(Subject to change with prior notice)

	<b>topic</b>	<b>readings</b>
1	Welcome, course introduction, expectations, assignment review	<p>Stewart &amp; Kluwin (2001) <i>Teaching Deaf and Hard of Hearing Students: Content, Strategies, &amp; Curriculum</i> Chapter 1 (Teaching Deaf Children: Characteristics and Themes)</p> <p>DHH1.1 DHH1.2 DHH1.5 DHH1.5 DHH1.6 DHH1.6 DHH1.7 DHH1.7 DHH2.2 DHH2.2 DHH2.5 DHH2.5 DHH3.1 DHH3.2 DHH3.3 DHH3.3 DHH3.7 DHH3.8 DHH3.8 DHH4.1 DHH4.3 DHH4.6 DHH4.6 DHH5.2 DHH5.5 DHH6.5 DHH6.5</p> <p>Mather, S. &amp; Clark, MD. (2012). An issue of learning: The effect of visual split attention in classes for Deaf and Hard of Hearing students. <i>Odyssey</i>. 20-24.</p> <p>DHH1.1 DHH1.2 DHH1.6 DHH2.2 DHH2.9 DHH3.3 DHH3.8 DHH4.1</p>
2	Math methods Content standards, numbers & operations; rote memorization, mental math & problem solving skills	<p><b>Required Text:</b> Stewart &amp; Kluwin (2001) <i>Teaching Deaf and Hard of Hearing Students: Content, Strategies, &amp; Curriculum</i> Chapter 6 (Teaching Mathematics).</p>
3	Math methods Real number systems; questioning techniques; adding; math vocabulary issues; teaching for meaning; math & language; common core vocabulary; math & writing	<p>DHH1.1 DHH1.2 DHH1.5 DHH1.5 DHH1.6 DHH1.6 DHH1.7 DHH1.7 DHH2.2 DHH2.2 DHH2.5 DHH2.5 DHH3.1 DHH3.2 DHH3.3 DHH3.3 DHH3.7 DHH3.8 DHH3.8 DHH4.1 DHH4.3 DHH4.6 DHH4.6 DHH5.2 DHH5.5 DHH6.5 DHH6.5</p>
4	Math methods Lesson planning; math vocabulary/ASL signing; rounding; fractions & percentages; terminology from common core; math & writing; mnemonic devices; creating authentic experiences	<p>Pagliaro, C. &amp; Kritzer, K (2012). The math gap: A description of the mathematics performance of preschool-aged Deaf/Hard of Hearing children. <i>Journal of Deaf Studies and Deaf Education</i> 18 (2), 139-160.</p>
5	Math methods Lesson planning; math vocabulary/ higher level vocabulary & concepts; ASL/English	<p>DHH1.1 DHH1.2 DHH1.6 DHH2.2 DHH2.9 DHH3.3 DHH3.8 DHH4.1</p>
6	<b>Math in-class lessons</b>	
7	Social-studies/history methods Attitudes; lack of authentic experiences; role	<p><b>Required Text:</b> Stewart &amp; Kluwin (2001) <i>Teaching Deaf and Hard of Hearing Students:</i></p>



	models; principles for effective learning; development of self-expression; conceptual development	<p><i>Content, Strategies, &amp; Curriculum</i> Chapter 3 (Teaching Social Studies)</p> <p>DHH1.1 DHH1.2 DHH1.5 DHH1.5 DHH1.6 DHH1.6 DHH1.7 DHH1.7 DHH2.2 DHH2.2 DHH2.5 DHH2.5 DHH3.1 DHH3.2 DHH3.3 DHH3.3 DHH3.7 DHH3.8 DHH3.8 DHH4.1 DHH4.3 DHH4.6 DHH4.6 DHH5.2 DHH5.5 DHH6.5 DHH6.5</p>
8	Social-studies/history methods Effective instructional strategies; differentiated instruction; common core - historical; S.O.A.P.S (Subject, Occasion, Audience, Purpose, Speaker, Significance) - for analysis of primary documents; conceptually accurate sign vocabulary	
9	Social-studies/history methods Using common core & CA standards; whole to part instruction; differentiated instruction strategies; weekly planning; sign vocabulary; discussing word meaning	
10	<b>Social-studies/history in-class lessons</b>	
11	Science methods Technology tools to make learning fun: CA Science standards, challenging students at higher levels; Next Generation Science Standards -analyze & interpret data; language issues for students	<p><b>Required Text:</b> Stewart &amp; Kluwin (2001) <i>Teaching Deaf and Hard of Hearing Students: Content, Strategies, &amp; Curriculum</i> Chapter 2 (Teaching Science)</p> <p>DHH1.1 DHH1.2 DHH1.5 DHH1.5 DHH1.6 DHH1.6 DHH1.7 DHH1.7 DHH2.2 DHH2.2 DHH2.5 DHH2.5 DHH3.1 DHH3.2 DHH3.3 DHH3.3 DHH3.7 DHH3.8 DHH3.8 DHH4.1 DHH4.3 DHH4.6 DHH4.6 DHH5.2 DHH5.5 DHH6.5 DHH6.5</p> <p>Wang, Y (2011). Inquiry-based science instruction and performance literacy for students who are deaf or hard of hearing. <i>American Annals of the Deaf</i> 156 (3), 239-254.</p> <p>DHH1.1 DHH1.2 DHH1.6</p>
12	Science methods Conceptually accurate signing in the content areas; importance of deaf role models for language and as professionals; application of teaching models – direct, abstract, teacher-guided, discovery	
13	Science methods Abstract concepts; language issues of ASL/English; importance of prior knowledge; foundational language skills	
14	Science methods Universal design for learning; differentiated instruction	
15	Science methods Applications of DOK (depth of knowledge); integrating content areas; asking higher level questions	
Exam week	<b>Science in-class lessons</b>	

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## SPED 566D Syllabus linking page

Instructions requested that only the “I” will be linked:

### **TPE1-DHH:**

1.1-pg 6  
1.2-pg 6  
1.3-pg 6  
1.4-pg 6  
1.5-pg 6  
1.6-pg 6  
1.7-pg 6

### **TPE2-DHH:**

2.2-pg 6  
2.4-pg 6  
2.5-pg 6  
2.6-pg 6  
2.7-pg 6  
2.8-pg 6

### **TPE3-DHH:**

3.1-pg 6  
3.2-pg 6  
3.3-pg 6  
3.4-pg 6  
3.5-pg 6  
3.6-pg 6  
3.7-pg 6  
3.8-pg 6

### **TPE4-DHH:**

4.1-pg 6  
4.2-pg 6  
4.3-pg 6  
4.4-pg 6  
4.6-pg 6  
4.7-pg 7

### **TPE5-DHH:**

5.1-pg 6  
5.2-pg 6  
5.5-pg 6

### **TPE6-DHH:**

6.5-pg 6  
6.6-pg 6  
6.8-pg 6