

**Institute of Education and Research  
University of the Punjab  
Lahore**

<b>Program</b>	<b>BS Education</b>		
<b>Course Title:</b> Curriculum Adaptation		<b>Course Type:</b> Major CourseSpecialization -1	
<b>Course Code:</b> MCEd-404Cu	<b>Credit Hours:</b> 3		<b>Duration:</b> 16 Weeks
Introduction	This course will focus on adaptations of the curriculum according to the specific needs of the special students. It will also highlights the intervention plans to accommodate special needs of the students.		
Learning Objectives	After completing this course students will be able to: 1. To outline the components of curriculum 2. To differentiate between curriculum and instructional models 3. To provide practical suggestions for modifying classroom practices to meet the needs of special children		
Course Content	<p><b>Unit 1: Introduction</b> 1.1 Definition and Concept of Curriculum 1.2 Stages of Curriculum Development. 1.3Curriculum Planning 1.4Curriculum Development 1.5Curriculum Implementation 1.6Curriculum Evaluation</p> <p><b>Unit 2.0. Curriculum in Special Education</b> 2.1Normal Curriculum 2.2 Modified Curriculum 2.3 Developmental Curriculum Unit 3: Flexibility Curriculum 3.1 Approaches and Activities useful in improving Attention andRetention 3.3 Approaches and Activities useful in Improving Visual andAuditory Perception 3.4 Approaches and Activities useful in Improving MotoricResponding and Active Participation</p> <p><b>Unit 4.0 Approaches and Activities useful in Improving in AcquiringEnvironmental Knowledge and Skill Social Curriculum</b> <b>Unit 5: Curricular and Instructional Accommodations (Elementary Level)</b> 5.1 Curricular Considerations Academic Instruction Social Skills 5.2Transitional Needs 5.3 Instructional Consideration</p> <p><b>Unit 6.0 Enhancing Content Learning Through Listening</b> 6.1 Modifying Oral Presentations 6.2 Adapting Reading Tasks 6.3 Enhancing Written Responding 6.4 Involving Peers, Cooperative Learning 6.5 Modifying the Temporal Environment</p>		

	<p>6.6 Modifying in Classroom Arrangement          6.7 Enhancing Motivation          6.8 Promoting Self-Management          6.9 Adaptive Instruction  <b>Unit 7: Curricular and Instructional Accommodations (Secondary Level)</b>          7.1 Secondary School Curricula          7.2 Special Education Curriculum in Secondary Schools          7.3 Determining Curricular Needs of Students          7.4 Programme for Students in Secondary Schools          7.5 Role of Personnel          7.6 Collaborative Role of the Special Education Teacher          7.7 Role of the Parent  <b>Unit 8.0 Methods for Facilitating Students' in General Education Classes</b>  <b>8.1 Accommodations</b>  <b>8.2 Study Skills</b>  <b>Unit 9: Art, Creativity and Career Education</b>  <b>9.1 Teaching of Art</b>          9.2 Basic Materials  <b>9.3 Developmental Stages .Art Activities at the Various Development Stages</b>          9.4 Creativity  <b>Unit 10.0 Basic Concepts of Developmental Stages</b>          10.1 How to Develop Creativity in Special Children          10.2 Music          10.3 Role of Music in Special Education          10.4 Activities, Suggestions and Strategies          10.5 Career Education  <b>Unit 11.0 Defining Career Education</b>          11.1 The Life-Centered Career Education Model          11.2 Three Stages of Career Education          11.3 Career Education Curriculum</p>
Text Book(s)	Adebimpe. O. A., Oladimeji, T. A. G. (2005). Curriculum Adaptation for Persons for Special Needs. Omo-Oje Press and Publishers.
Suggested Reading	<p>Hewett, F M and Forness, S R (1984). Education of Exceptional Learners. Boston: Allyn and Bacon, Inc., pp.61–108.          Luftig, R L (1987). Teaching the Mentally Retarded Student: Curriculum Methods, and Strategies. Boston: Allyn and Bacon, p. 443–396.          Marsh, C and Willis, G (1995). Curriculum: Alternative Approaches and ongoing Issues. New Jersey: Merrill Pub. Co. pp. 3–37.          Smith, T E C et.al (1995). Teaching Students with Special Needs in Inclusive Settings. Boston: Allyn and Bacon, p. 378–443.</p>
Teaching/Learning Strategies	<p>Lecture          Discussion          Cooperative Learning          Class activities          Applied Projects</p>

Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%