



## **CIEE 3323 Curriculum for Intermediate Grades Spring 2017**

*CIEE 3323 is a required course for INS and EC-6 Certification.*

### **College of Education, Department of Curriculum and Instruction**

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**Location of class:** TEC #341

**Course Description:** As per the Conceptual Framework for Teacher Preparation at SHSU, this course designed to provide you with *instruction* based on *research*, which will help develop your professional *DISPOSITIONS*, *KNOWLEDGE*, and *SKILLS* to effectively develop curriculum for the elementary grades (K-6). These dispositions, knowledge, and skills will prepare you to effectively *PLAN* and *MODIFY* lesson plans, unit plans, or instructional plans as you work with and teach diverse learners. This course will help to prepare you for a career in the teaching profession. This course is an ACE (Academic Civic Engagement) course and service to the community is a major component.

**Textbooks:** Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ISBN #9781416605713.

### **Course Objectives:**

1. **Analyze** and use EC-6 content TEKS to develop measurable learning objectives for lesson plans.
2. **Align** engaging instructional activities and authentic assessments to learning objectives of lesson plans based on EC-6 content TEKS.
3. **Use** technology to engage EC-6 students in the learning of lesson objectives (Based on ISTE student and teacher standards).
4. **Differentiate** instruction to address the needs of all learners through the development of effective and thorough lessons.
5. **Describe** the effectiveness of unit plan formats for EC-6 content and how to access and use various electronic lesson/unit plan formats employed by several COE partner districts

**IDEA Objectives:** In this course, our focus will be on the following major objective (as assessed

by the IDEA course evaluation system):

**Essential:** Learning to apply course material; developing specific skills/competencies/points of view needed by professionals in my field

**Important:** An emphasis is placed on the application of curriculum knowledge and skills and professional standards. Constructivist principles and ideas will be practiced in the course. Active involvement in class discussions, projects and assignments will enable you to develop an understanding of curriculum and effective instructional strategies used to improve student learning. Methods of instruction include but are not limited to problem-based-learning, inquiry/critical learning, cooperative learning, research skills, reflective and diagnostic approaches to curriculum development, teaching and learning.

### **Course Requirements:**

#### **Late Assignment Policy:**

- **NO LATE WORK WILL BE ACCEPTED.** All assignments need to be turned in on the due date. Do **not** e-mail me your assignments.
- Daily grades are given for class participation and in-class assignments. **These daily in-class assignments cannot be made up.**

#### **Time Requirement:**

- For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.
- **This course requires a 9 hour community engagement service project.**
- Regular and punctual attendance is required and will be documented every class period. Students are responsible for signing in every class period. **Failure to do so, even if present in class, will count as an absence.**

#### **Community Service Project:**

- The Academic Civic Engagement aspect of this course involves completing one service project. You must document 9 hours of service in the community and submit a reflection. Further explanation will be given in class.
- You will not only learn the knowledge and skills taught through this course, but also actively use them to help improve the learning opportunities of children in the community. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a future teacher.

### **Assignments:**

*Expectations: Note: The course instructor may alter the course assignments/schedule as necessary to enhance teacher candidate learning. Any changes will be announced in a timely fashion to candidates.*

#### **2 Journal Article Reflection Papers – 100 points (50 points each)**

You will complete two journal article reflection papers related to the textbook.

#### **Lesson Design: When Stars Align – 50 points**

When stars align, they form constellations (pictures). This is the same in lesson design. Activities that are isolated don't form to create a clear picture for our students. For this project, you will choose a Science TEKS and list activities students will do along their way to the end product.

### **Lesson Plan – 100 points**

You will work throughout the semester creating, revising and refining your lesson plan to include information learned in class. You will submit your final lesson plan towards the end of the course.

### **Curriculum Team Unit Plan/Presentation – 200 points**

You will be assigned to a Curriculum Writing Team. Your task will be to create an exciting, project-based unit (5 days) centered on 1 specific content TEKS and convince the Curriculum Director that your plan is the best curriculum plan for the students in the district. Your team will present your unit using technology.

You must attend the Curriculum Fair on the last class day in order to get a grade for this assignment (-200 and an absence if you do not attend).

### **Why Me? – 50 points**

SHSU Career Services offers a variety of programs and services to assist you. After participating in an in-class seminar covering a variety of their services, you will complete a mini-project to help prepare you for the next step in your quest to becoming a teacher.

### **Professionalism (Attendance, Participation, Professionalism) – 50 points**

You are expected to attend all class sessions, participate in class discussions/activities and adhere to professionalism policy - **there are no make-ups for these.**

### **Academic Civic Engagement (ACE) Service Project/Reflection Paper – 50 points**

The Academic Civic Engagement aspect of this course involves completing one service project. You must document 9 hours of service and submit a reflection.

- **Check BLACKBOARD and your E-MAIL account regularly.** I often send comments, clarifications, and messages through e-mail. On Blackboard, I post announcements, updates, assignments, documents, any take-home tests, etc.
- Failure to demonstrate professional behavior and dispositions may result in a grade of "F" for the course. This includes plagiarism or any other form of academic dishonesty.
- All out of class work is graded on content, professional language usage, grammar, punctuation, and spelling. All out of class assignments should be typed unless specified by the professor or approval by professor prior to assignment due date.
- The professor may not evaluate out of class written assignment with consistent errors of professional language, language usage, spelling, grammatical, or punctuation. **As a future educator, you are expected to write professionally and proficiently with correct spelling, grammar, sentence structure, and punctuation.**

#### **Papers turned in must comply with the following:**

1. Papers must be typed in a 12-point, clear font. No handwritten papers will be accepted.
2. Please use spell/grammar check. Always proofread before you turn in work!
3. Follow the recommended length and format.
4. Staple pages together.
5. Please utilize the SHSU Writing Center. Their help can save you time!

**Grades:**

| <b>Learning Opportunities and Assignment</b>         | <b>Points</b> |
|--|---------------|
| 2 Journal Article Reflection Papers (50 points each) | 100           |
| Lesson Design: When Stars Align                      | 50            |
| Lesson Plan  | 100           |
| Curriculum Team Unit Plan/Presentation               | 200           |
| Why Me?  | 50            |
| Professionalism (Attendance and Participation)       | 50            |
| Service Project Completion and Reflection Paper      | 50            |
| <b>TOTAL OF POINTS</b>                               | <b>600</b>    |
|  |               |

**Grading Scale:**

|                            |          |
|----------------------------|----------|
| <b>600-540 points</b>      | <b>A</b> |
| <b>539-480 points</b>      | <b>B</b> |
| <b>479-420 points</b>      | <b>C</b> |
| <b>419-360 points</b>      | <b>D</b> |
| <b>359 points or lower</b> | <b>F</b> |

**Schedule:**

- Any student who shows a pattern of coming in late or leaving early will be notified that continuation in this behavior will result in being counted absent and that procedures for being absent will be followed.

**Course Expectations:****Professionalism Policy:**

- Professionalism is expected in the classroom and in the community. Students are expected to assist in maintaining an environment conducive to learning. Students are to treat faculty, classmates and other students with respect.
- If individual assignments possess a striking similarity to another student's work (from the present or past courses), penalty may be, minimally, the drop of one letter grade.
- **The use of cell phones for any reason (especially texting) is prohibited during class time and during work in the community. Internet usage (not course related) during class time is prohibited.**
- Attendance, punctuality, the quality of your interactions with classmates, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program. In this class, I will not only lecture, but will expect you to participate in classroom discussion and activities.

**Technology Requirement:**

- SHSU uses Microsoft 2010. Please upload Microsoft 2010 software to your computer if you have not already done so. Be prepared for problems with technology prior to due dates and/or presentations.

**Student Interaction Policy:**

- Communication with any public school student inside or outside school/community center is prohibited.
- Do NOT text, e-mail, or access student social networking pages.
- Do NOT call students on their cell phones or home phones.
- Do NOT give students rides or socialize with them or their families.

**Bibliography:**

Bransford, J.D., Brown, A.L. , & Cocking, R.R. (1999). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.

Carroll, J.A. & Witherspoon, T.L. (2002). *Linking technology and curriculum*. Upper Saddle River, NJ: Prentice-Hall.

- Jacobs, H. H. (Ed). (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schlechty, P. C. (2002). *Working on the work: An action plan for teachers, principals, and superintendents*. San Francisco: Jossey-Bass.
- Slavin, R. E. (1986). *Student team learning: An overview and practical guide*. Washington, DC: National Education Association.
- Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **NCATE Accreditation**

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

### **The Conceptual Framework and Model**

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

## SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

|            | <b>DDP</b>  | <b>CF</b> | <b>CAEP</b>                        | <b>NCATE</b>             |
|------------|---|-----------|------------------------------------|--------------------------|
| <b>1.</b>  | Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.  | 2         | 1.1 (InTASC #10) & 3.3             | 1. c., 1.g., & 4. c      |
| <b>2.</b>  | Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.               | 2         | 1.5 & 3.4                          | 1.b, 4.a., & 6.d.        |
| <b>3.</b>  | Practices ethical behavior and intellectual honesty.  | 3         | 1.1(InTASC #9) , 3.3, & 3.6        | 1.g. & 4.a.              |
| <b>4.</b>  | Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.   | 3         | 3.1, 3.3                           | 4.a.                     |
| <b>5.</b>  | Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. | 3 & 5     | 1.1 (InTASC #2)                    | 4.a.& 4.d.               |
| <b>6.</b>  | Demonstrates ability to be understanding, respectful and inclusive of diverse populations.  | 3 & 5     | 3.1                                | 4.a. & 4.d.              |
| <b>7.</b>  | Uses assessment as a tool to evaluate learning and improve instruction for all learners   | 4         | 1.1 (InTASC #6)                    | 1.d. & 4.a.              |
| <b>8.</b>  | Demonstrates a commitment to literacy, inquiry, and reflection.   | 1 & 4     | 1.1 (InTASC #9) & 3.3              | 1. d, 1. g., & 4.a.      |
| <b>9.</b>  | Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.  | 5         | 1.1 (InTASC, & #2)                 | 4.a.                     |
| <b>10.</b> | Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.  | 5         | 1.1 (InTASC #2 and #9), & 1.4, 2.3 | 1.c., 3.c., 4.a., & 4.d. |

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs.

**Matrix:**

| <b>TOPICS/<br/>OBJECTIVE(S)</b>  | <b>COURSE<br/>ACTIVITIES/ASSIGNMENTS</b><br><ul style="list-style-type: none"> <li><i><b>Please note:</b> A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus.</i></li> </ul> | <b>MEASUREMENT</b>  | <b>STANDARDS<br/>ALIGNMENT</b>   |
|--|---|---|--|
| Analyze and use EC-6 content TEKS to develop measurable learning objectives for lesson plans.  | Unpacking TEKS activity<br><br>Small group discussions<br><br>Bloom's Taxonomy<br><br>Costa's Levels of Questioning   | Discussions<br>Observations<br>Lesson Plan<br>Team Unit Plan                              | SBEC: 1.1s; 1.3s;<br>1.4s; 1.6s; 1.10s<br>NCATE: 1,2,3<br>ACEI: 1.0,<br>2.1,2.2, 2.3,<br>2.4, 2.5, 2.6, 2.7,<br>3.1, 3.2,3.3, 3.4,<br>3.5, 4.0, 5.1<br>CF: 1,4<br>PPR: I,II,III  |
| Align engaging instructional activities and authentic assessments to learning objectives of lesson plans based on EC-6 content TEKS. | Engage in small lesson plan study groups<br><br>Alignment activity of lesson objectives, authentic assessment, and activities.<br><br>Small group discussions<br><br>Working on the Work/10 Design Qualities<br><br>STAAR                             | Discussions<br>Observations<br>Best Lesson Plan<br>Team Unit Plan<br>Stars Align Activity | SBEC: 1.1s; 1.3s;<br>1.4s; 1.6s; 1.10s<br>NCATE: 1,2,3<br>ACEI: 1.0, 2.1,<br>2.2, 2.3,<br>2.4, 2.5, 2.6, 2.7,<br>3.1, 3.2,3.3, 3.4,<br>3.5, 4.0, 5.1<br>CF: 1,4<br>PPR:I,II,III,IV   |
| Use technology to engage EC-6 students in the learning of lesson objectives (Based on ISTE student and teacher standards).           | Review & critique of various educational websites and programs.<br><br>Small group discussions  | Website Resources<br>Technology<br>Lesson Plan<br>Team Unit Plan<br>Discussions           | SBEC: 1.1k,<br>1.2k, 1.1s, 1.2s,<br>1.3s, 1.4s, 1.6s,<br>1.13s, 1.16s1.1k,<br>1.1s, 1.2s, 1.3s,<br>1.4s, 1.5s,1.6s,<br>1.7s, 1.8s,<br>ISTE: 3.c, 3.d,<br>6.a, 6.b, 6.c, 6.d<br>NCATE: 1, 2, 3<br>ACEI: 2a, 3e<br>CF: 1,2,5<br>PPR:I,III,IV |
| Differentiate instruction to address the needs of all learners through the development of effective and thorough lessons.            | Engage in small lesson plan study groups<br><br>TEKS and assessment activity<br><br>Small group discussions   | Discussions<br>Observations<br>Best Lesson Plan<br>Team Unit Plan                         | SBEC: 1.1s; 1.3s;<br>1.4s; 1.6s; 1.10s<br>NCATE: 1,2,3<br>ACEI: 1.0, 2.1,<br>2.2, 2.3,<br>2.4, 2.5, 2.6, 2.7,<br>3.1, 3.2,3.3, 3.4,<br>3.5, 4.0, 5.1<br>CF: 1,4  |



|   |  |  |   |
|---|--|--|---|
|   |  |  | PPR:I,II,III,IV   |
| Describe the effectiveness of unit plan formats for EC-6 content and how to access and use various electronic lesson/unit plan formats employed by several COE partner districts. | Engages in small group discussions on unit plan formats after accessing district websites<br><br>TEKS and assessment alignment activity<br><br>Small group discussions | Discussions<br>Observations<br>Presentation<br><br>Team Unit Plan<br>Electronic Lesson<br>Plan Format<br>Discussions/Evaluations | SBEC: 1.1s; 1.3s; 1.4s; 1.6s; 1.10s<br>NCATE: 1,2,3<br>ACEI: 1.0, 2.1,2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2,3.3, 3.4, 3.5, 4.0, 5.1<br>CF: 1,4<br>PPR: I,II,III,IV |

Program specific URL address for ***Specialty Program Association (SPA) standards:***

Association for Childhood Education International (ACEI) [Elementary Education Standards](#)

International Society for Technology in Education (ISTE) [National Education Technology Standards \(NETS-T\)](#)

Texas State Board of Educator Certification (SBEC) [Pedagogy and Professional Responsibilities \(PPR\) \(EC-12\) Standards](#)

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

**Course Evaluation:** IDEA Evaluation System

### **College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.



| Date  | Topics to be Discussed  | Prior to Class  | Turn in/Bring to Class   |
|---|---|---|--|
| <b>Week 1</b><br>January 19 <sup>th</sup>                                   | Course Introduction/Assignments<br>What is Curriculum?  | <input type="checkbox"/> Review syllabus, calendar, etc.  | √ Handouts from BB (CIEE 3323 Documents folder)  |
| <b>Week 2</b><br>January 24 <sup>th</sup><br><br>January 26 <sup>th</sup>   | Mastery, Autonomy, Purpose (MAP)<br>Assign WIKI introduction<br>ACE Service Project<br><br>Chapter 1<br>What is a Lesson Plan?<br>Lesson Plan Designs   | <input type="checkbox"/> Read/review information posted in BB (Week 2 and ACE project)<br><br><input type="checkbox"/> Read Chapter 1<br><input type="checkbox"/> Write and bring a Lesson Plan – Gr 3-6 (M, ELA, SS,Sc)<br><input type="checkbox"/> Read/review information posted in BB | √ Bring a file folder<br>√ Bring MAP idea to share<br>√ Handouts from BB<br><br>√ <b>WIKI due 1/26</b><br>√ Your Lesson Plan<br>√ Handouts from BB           |
| <b>Week 3</b><br>January 31 <sup>st</sup>                                   | Chapter 2   | <input type="checkbox"/> Read Chapter 2   | √ Your Lesson Plan   |
| February 2 <sup>nd</sup>  | TEKS<br>Objective Writing   | <input type="checkbox"/> Read/review information posted in BB   | √ Handouts from BB<br>√ Your Lesson Plan   |
| <b>Week 4</b><br>February 7 <sup>th</sup><br><br>February 9 <sup>th</sup>   | Chapter 3<br>Marzano's Questioning Stems<br>Assign Journal Article Reflection #1<br>Topic :Homework<br><br>Bloom's Taxonomy<br>Costa's Level of Questioning<br>Assign Lesson Design: When Stars Align | <input type="checkbox"/> Read Chapter 3<br><input type="checkbox"/> Read/review information posted in BB<br><input type="checkbox"/> Write a new and improved objective for your lesson plan<br><br><input type="checkbox"/> Read/review information posted in BB                         | √ Handouts from BB<br>√ Your Lesson Plan<br><br>√ Handouts from BB<br>√ Your Lesson Plan   |
| <b>Week 5</b><br>February 14 <sup>th</sup><br><br>February 16 <sup>th</sup> | Content Methods Lesson Plan<br>Lesson Plan Score Sheet<br>Lesson Plan Template<br><br>Chapter 4<br>Assign Why Me?   | <input type="checkbox"/> Read/review information posted in BB<br><input type="checkbox"/> Revise your Lesson Plan<br><br><input type="checkbox"/> Read/review information posted in BB<br><input type="checkbox"/> Read Chapter 4   | √ <b>Journal Article Reflection #1 due 2/14</b><br>√ Handouts from BB<br>√ Your Lesson Plan<br><br>√ Handouts from BB (Why Me? folder)<br>√ Your Lesson Plan |

|  |   |  |   |
|--|---|--|---|
| <b>Week 6</b><br>February 21 <sup>st</sup> | Chapter 5<br>WOW Framework-<br>Engagement   | <input type="checkbox"/> Read/review information posted in BB<br><input type="checkbox"/> Read Chapter 5<br><input type="checkbox"/> Revise your Lesson Plan   | ✓ Handouts from BB<br>✓ Your Lesson Plan  |
| February 23 <sup>rd</sup>                  | Guest Speaker-Career Services   | <input type="checkbox"/> Read/review information posted in BB  | ✓ Handouts from BB<br>✓ Your Resume (rough draft)   |
| <b>Week 7</b><br>February 28 <sup>th</sup> | Lesson Design: When Stars Align Presentations   |  | ✓ <b>Lesson Design: When Stars Align due 2/28</b>   |
| March 2 <sup>nd</sup>                      | 10 Design Qualities<br>Assign Journal Article Reflection #2<br>Topic:Engagement                     | <input type="checkbox"/> Read/review information posted in BB<br><input type="checkbox"/> Revise your Lesson Plan  | ✓ Handouts from BB<br>✓ <b>Why Me? due 3/2</b><br>✓ Your Lesson Plan  |
| <b>Week 8</b><br>March 7 <sup>th</sup>     | TEKS/STAAR  | <input type="checkbox"/> Read/review information posted in BB<br><input type="checkbox"/> Revise your Lesson Plan  | ✓ Handouts from BB<br>✓ <b>Journal Article Reflection #2 due 3/7</b>  |
| March 9 <sup>th</sup>                      | Overview of Unit Plan<br>Assign Unit Plan Groups<br>Group Contracts                                 | <input type="checkbox"/> Read/review information posted in BB  | ✓ Handouts from BB (Unit Plan folder)<br>✓ <b>Revised Lesson Plan due 3/9</b> for feedback including all drafts                               |
| <b>March 13-17</b>                         | <b>SPRING BREAK</b>   |  |   |
| <b>Week 9</b><br>March 21 <sup>st</sup>    | Continue Unit Plan Guidelines<br>Assign Technology Presentations<br>Contextual Factors<br>AEIS/TAPR | <input type="checkbox"/> Continue making plans for your unit development with your team<br><input type="checkbox"/> Read/review information posted in BB<br><input type="checkbox"/> Revise your Lesson Plan | ✓ Copy of <b>Group Contracts due 3/21</b>   |
| March 23 <sup>rd</sup>                     | Rubrics<br>Group Time-technology presentation, select TEKS, brainstorming map                       | <input type="checkbox"/> Continue making plans for your unit development with your team<br><input type="checkbox"/> Read/review information posted in BB   | ✓ Bring a sample of a rubric for your unit level assessment<br>✓ Your Lesson Plan<br>✓ Locate and print a copy of the TEKS for your Unit Plan |
| <b>Week 10</b><br>March 28 <sup>th</sup>   | Differentiated Instruction  |  |   |

|  |   |   |   |
|--|---|---|---|
| March 30 <sup>th</sup>                   | Assessment<br><br>Lesson Plan Feedback<br>Group Technology<br>Presentations | <input type="checkbox"/> Read/review information posted in BB<br><br><input type="checkbox"/> Write a formative/summative assessment for your Lesson Plan   | ✓ <b>Technology Presentations</b><br>✓ Your Lesson Plan   |
| <b>Week 11</b><br>April 4 <sup>th</sup>  | Chapter 9<br>Chapter 10   | <input type="checkbox"/> Read/review information posted in BB<br><input type="checkbox"/> Continue making plans for your unit development with your team<br><input type="checkbox"/> Read Chapters 9 & 10<br><input type="checkbox"/> Revise your Lesson Plan | ✓ Copy of <b>Unit Plan Brainstorming Map due 4/4</b><br>✓ Your Lesson Plan                            |
| April 6 <sup>th</sup>                    | Unit Plan Group Time  | <input type="checkbox"/> Continue making plans for your unit development with your team   |   |
| <b>Week 12</b><br>April 11 <sup>th</sup> | Unit Plan Review/Group Time   | <input type="checkbox"/> Continue making plans for your unit development with your team   | ✓ <b>Final Lesson Plan due 4/11</b>   |
| April 13 <sup>th</sup>                   | Chapter 8   | <input type="checkbox"/> Read Chapter 8   |   |
| <b>Week 13</b><br>April 18 <sup>th</sup> | Unit Presentations (2)  | <input type="checkbox"/> Prepare for Unit Plan Presentation   | ✓ <b>Unit Plans for all groups due 4/18</b><br>✓ Group Evaluations due day of individual presentation |
| April 20 <sup>th</sup>                   | Unit Presentations (2)  |   |   |
| <b>Week 14</b><br>April 25 <sup>th</sup> | Unit Presentations (2)  | <input type="checkbox"/> Prepare for Unit Plan Presentation   | ✓ Group Evaluations due day of individual presentation  |
| April 27 <sup>th</sup>                   | Guest Speaker – Individualizing Instruction in classroom                    |   |   |
| <b>Week 15</b><br>May 2 <sup>nd</sup>    | Chapters 6-7<br>Teaching Style Collage                                      | <input type="checkbox"/> Read Chapters 6-7  | ✓ <b>ACE Service Project Reflection Paper due 5/3</b>   |
| May 4 <sup>th</sup>                      | Curriculum Fair   | <input type="checkbox"/> Gather all materials needed for Curriculum Fair  | ✓ Bring all Unit Plan materials needed for Curriculum Fair  |

