Chaminade University
OF HONOLULU

EDEC 714: Integrated Curriculum and Technology

PACE Graduate, Summer 2017 (3 Units)

INSTRUCTOR CONTACT INFORMATIOn	Name: Nanette Schonleber, Ph.D. Office Location: Carlsbad, CA ONLINE Phone: (808) 741-8672 Email: nanette.schonleber@chaminade.edu Virtual Office Hours: Thursdays 9:00 AM-12:00 PM Hawai`i Standard Time (12:00-3:00 PM Pacific Daylight Time) Email is the best way to contact me; I typically respond within 24 hours. You may also make an appointment to talk by phone or Skype outside my regular office hours by emailing me at nanette.schonleber@chaminade.edu
GENERAL COURSE INFORMATION	**Class Dates/Times**: July 3– September 12, 2017 Online. All written assignments due Thursday by midnight, HST. You will be expected to log on at least three times each week; once by Tuesday, once by Thursday, and once by Friday. Deadline is midnight HST. **Prerequisite:** None **Program**: Master of Arts in Teaching; Master of Education in Education Leadership
COURSE DESCRIPTION	Utilizing "Understanding by Design" principles, this course facilitates the development of an integrated curriculum unit that applies student-centered learning, and appropriate instructional processes, assessment, and technology in a thematic unit of study that draws upon at least three content areas.
REQUIRED TEXTS/READINGS	**Purchase PRIOR to the first week of class**. Drake, S. M. (2012). *Creating standards-based integrated curriculum: The common core state standards edition* (3rd ed.). Thousand Oaks: SAGE. **ISBN 13: 978-0871208408** Available at the Chaminade Bookstore in paperback, through Amazon in either a paperback or Kindle (rental) version, or through VitalSource as an e-book
OTHER EQUIPMENT and/or MATERIAL REQUIREMENTS and/or SOFTWARE	Access to a computer or tablet, PowerPoint, Word (or similar) software, and USB or storage device will be necessary to successfully complete this course**.**
LIBRARY	The Chaminade University Library can help you find information and conduct research. You can make an appointment with the Education Division Reference, Val Coleman by calling her at 808-739-4661, get help online, or drop by the library during open hours.

COURSE FORMAT AND INSTRUCTIONAL METHODS	This is an online course. It follows a weekly schedule that begins on a Monday and ends on Saturday. The course is intended to be interactive through the use of Threaded Discussions. You will need to go online three times each week of the course via Canvas, Chaminade University's online learning management system. This is where you will interact with your classmates and with the instructor. You may work ahead, but this is not a guided study class. It will be necessary to go online 3 X per week, as required, to respond to your classmates and the instructor. In addition to your online interactions with your classmates and instructor, you will access course materials and syllabus, and submit all assignments via Canvas. All lecture notes (PowerPoint slides) and assignments will also be posted in Canvas. Please refer to the course calendar/schedule and assignment instructions for information on where and when to submit your work.
NAVIGATING CANVAS	Canvas is Chaminade's online class platform and is the official LMS of Chaminade University. Follow the instructions below to get started with Canvas. • Go to https://chaminade.instructure.com. • The same link above can be accessed from the top banner at Chaminade.Edu by clicking the "Canvas" link. • Enter your username. Your username is your seven-digit CUH ID number. • Enter your password. Your password is the same as your CUH Portal password used during course registration. • Remember to click *Profile*, then *Settings* to set up your profile and add additional contact email addresses and mobile text to enhance your future notifications in Canvas • One you've logged in, you can view Student Orientation Course to learn how to use the system. Click *Help* and *Search the Canvas Guides* for additional information on Canvas and the many tools inside Canvas. For a quick "How To" overview of Canvas, watch this tutorial : http://canvasorientation.weebly.com/ **If you have forgotten your portal password, click this link (PDF) for help on resetting it. NOTE: You may need to wait 24 hours after resetting your password to re-attempt logging on.** Three ways to contact the Computer Help Desk are: **Phone:** (808) 735-4855 **Email:** helpdesk@chaminade.edu **Location:** Sullivan Family Library 101

<table>
<tr><td>PROGRAM LEARNING OUTCOMES</td><td>Successful teacher candidates are competent in relevant professional, state, and institutional standards. They demonstrate their competence through meeting Program Learning Outcomes PLOs). The PLOs listed on the next page are emphasized through this course.

<table>
<tr><td>PLO1</td><td>Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts (Content Knowledge).</td></tr>
<tr><td>PLO2</td><td>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning (Developmentally Appropriate Practice).</td></tr>
<tr><td>PLO3</td><td>Knowledge of how to teach subject matter to students and the application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner (Pedagogical Content Knowledge).</td></tr>
<tr><td>PLO4</td><td>Knowledge and application of appropriate technology for student learning (Technology).</td></tr>
<tr><td>PLO5</td><td>Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (Assessment).</td></tr>
<tr><td>PLO6</td><td>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe, positive, caring, and inclusive learning environments (Diversity).</td></tr>
<tr><td>PLO7</td><td>Skills in the planning and design of meaningful learning activities that support and have a positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards and integration of appropriate technology.</td></tr>
<tr><td>PLO8</td><td>Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues (Professional & Ethical Dispositions and Communication).</td></tr>
</table></td></tr>
<tr><td>COURSE LEARNING OBJECTIVES</td><td>These objectives let you know what you should be able to do by the end of the class, as a result of your learning.

<table>
<tr><td>CLO1</td><td>Integrate foundational learning theories, ways of learning, and student-centered learning strategies to create and scaffold conceptually-based unit and lesson plans. (PLO 2, 3, 6, & 7).</td></tr>
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	CLO2	Utilize backward design principles to create a thematic unit of study that demonstrates planning skills, knowledge of different areas ("big ideas" and key concepts and skills included), the use of individual and varied group instructional processes, and connections to community (place-based education). (PLO 1, 2, 3, 5, 6, 7, & 8).
	CLO3	Demonstrate competent use of appropriate educational assessment, evaluation, technology, and research strategies for the development of an integrated thematic unit of study. (PLO 1, 2, 4, & 5).
	CLO4	Produce standards-based learning activities utilizing the backward design process that integrate at least three content areas into a place-based thematic unit of study that addresses essential questions, promotes deep levels of understanding, and reveals authentic forms of assessment. (PLO 2, 3, 6, 7, & 8).

ESSENTIAL QUESTIONS FOR THE COURSE

1. What are the purposes of an integrated approach to planning, teaching, and assessing a unit of study?
2. How can an integrated unit of study be connected to and supported by student learning outcomes in the form of standards?
3. How can backward design principles be used for the development of an integrated, place-based unit of study?

MATRIX OF LEARNING

Course Learning Outcomes	Knowledge	Skills	Dispositions	edTPA Elementary Education Rubrics	InTASC Standards	Program Learning Outcomes
1	D	D	D	1, 2, 3, 4, 7, 8, 9, 12, 13, 15, & 18	1, 2, 3, 7, & 8	2, 3, 6, & 7
2	D	D	D	1, 2, 3, 6, 7, 8, 9, 12, 13, 15, & 18	1, 2, 3, 4, 5, 7, & 8	1, 2, 3, 5, 6, 7, & 8
3	D	D	D	1, 3, 5, 8, 9, 12, 13, 15, & 18	4, 5, 6, & 7	1, 2, 4, & 5
4	P	P	P	1, 3, 4, 6, 8, 9, 12, 13, 15, & 18	3, 4, 5, 7, 8, & 9	2, 3, 6, 7 & 8

ASSIGNMENT PLAN AND COURSE REQUIREMENTS

All assignments have assignment guidelines that provide you with complete assignment information. This information includes, but is not limited to, objectives, description, format, submission, and due dates.

It is your responsibility to review these guidelines for each assignment. If there are discrepancies with regards to the due date, the due date listed on the assignment guidelines will be used.

The assignment guidelines for each assignment are found in Canvas. A short summary is provided below.

Assignment	Points	Assignment Description	Due
Weekly Assignments and Participation (15% of grade)	3 points per week 30 points total	*This assignment allows you to create inter-subjectivity with your instructor and classmates through participation as a member of an online community. It also allows you to receive feedback for the components of your signature assignment* *Requirements include on-time, thoughtful postings and responses to threaded discussions, and on-time submission of quality work on drafts for signature assignment and presentation..* *Points for weekly work cannot be made up as they constitute your virtual "in class" participation.*	Threaded discussion posting and responses due each Tuesday, Thursday and Friday of the course. Prompts will be posted by Sunday midnight of each week. Mind-Map DRAFT due July 11 Part I Integrated Unit Plan DRAFT due July 25 Part II Integrated Unit Plan DRAFT due Aug 1 Part III Integrated Unit Plan DRAFT due Aug 22
Critical Reflective Journals (20% of grade)	4 Critical Reflective Journals @ 10 grade points each	*This assignment will allow you to critically reflect on, and to synthesize changes in your attitudes, skills and knowledge regarding the natural sciences and outdoor learning, your reactions to your readings, class discussions and field experiences, and your growth as a professional committed to place-based and integrated curriculum as a means to enhance student learning.*	Critical Reflective Journal #1 due July 8 Critical Reflective Journal #2 due July 22 Critical Reflective Journal #3 due Aug 4 Critical Reflective Journal #4 due Sept 8
Presentation (25% of grade)	50 points	*PowerPoint or Prezi presentation in workshop format to parents or colleagues explaining the benefits of a transdisciplinary and place-based integrated curriculum.*	Presentation DRAFT Due Aug 15 Final due Sept 1

	Signature Assignment (40% of grade)	80 points	*Creation of a transdisciplinary, place-based integrated unit of study for the grade level and topic of your choice.* *Plan will include culturally and developmentally appropriate strategies addressing student needs, plans for differentiation and the inclusion of relevant Standards.* *Other required elements are found in the assignment details in Canvas.*	8 Drafts DUE as part of weekly participation. On-time submission but not content is graded. Final due Sept 8

GRADING POLICY

There are 200 possible points. You may receive 10 points of extra credit by writing a summary an approved article. There is no extra credit if any assignments were not turned in. Points are allocated as follows:

30 points 15% of grade *Weekly assignments and participation. 3 pts per week X 10 weeks*
40 points 20% of grade *Critical Reflections. 10 pts per reflections X 4 reflections*
50 points 25% of grade *Final Presentation*
80 points 40% of grade *Signature Assignment*

Course Requirements	Percentage of final grade	Points Possible	Your Points
Weekly Assignments/Participation	15%	30	
Critical Reflections	20%	40	
Final Presentation	25%	50	
Signature Assignment	40%	80	
TOTAL	100%	200	

Grade	Points Possible	Percent	Your Cumulative Points
A	180-200	90-100%	
B	160-179	80-89%	
D	140-159	70-79%	
F	≤ 140	Less than 70%	

CLASSROOM PROTOCOL

Participation

As stated in the Chaminade University Catalog, you are expected to attend all classes for courses in which you are registered. You must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

In order to receive full points in this class, it is necessary to attend regularly, participate in

	online class discussions and turn your work in on time. That means posting on time, reading work in a timely manner, turning in assignments as required, and participating in online discussions as expected. Your engaged participation is important. If you do not log on to, or participate as required in this online course for the first two weeks, I will notify the Dean and you will be withdrawn from the course. If you stop participating in this online course without officially withdrawing you may receive a failing grade. This is an accelerated Semester Classes (10 classes*)*. Because we have few meetings, it is the policy of the education department more than one absence lowers your final grade by one letter. You may miss up to 10% of the class without penalty. Missing more than one class due to posting late or too little depth will result your final grade being lowered by one letter. Missing more than two classes will result in failure or withdrawal. Discussion or other postings and assignments submitted more than one day late may be penalized with a reduction of 10% of total points possible for each day it is turned in late. You must notify me if illness prevents you from posting or submitting assignments on time so that we can make arrangements for you to complete missed assignments. You may notify me by sending me an email before the class session you will miss. I will use my professional judgement as to whether it is appropriate to modify deadlines of course requirements accordingly. **Excused Absences** Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
UNIVERSITY AND EDUCATION DIVISION POLICIES	**Using Netiquette** -Be polite and respectful of one another. -Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response. -Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text. -Be helpful and share your expertise. Foster community communication and collaboration. -Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses. -Consider carefully what you write. Re-read all email and discussion before sending or posting. Remember that email is considered a permanent record that may be forwarded to others. -Be brief and succinct. Do not use up other people’s time or bandwidth.

	-Use descriptive subject headings in each email message. -Respect privacy. Do not forward a personal message without permission. -Cite references. Include web addresses, authors, names or articles, etc. -Keep responses professional and educational. Do not advertise or send chain letters. -Do not send large attachments unless you have been requested to do so or have permission from all parties. -Proofread! Errors in spelling and grammar hinder communication **Education Division Incomplete Grade** At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an "I" grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be IB, IC, or IF. The default for an "I" that is submitted without an alternative grade is "F.") The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended. **Academic Honesty** Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following: -Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. -Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. -Not giving proper acknowledgement of the source of a text. -Paraphrasing the work of another without proper acknowledgement. -Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual In cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed

to the Dean or Director.

In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.

If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean to resolve or organize a hearing.

If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

Disability and Full Inclusion
Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities.

If you are in need of accommodation due to a documented disability, contact the Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address. A determination will be made if you meet the requirements for documented disability in accordance with the American with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implements in a timely fashion.

We are committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Writing Standards
All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

-Use the grammar, spelling, punctuation, and sentence structure of Standard Written English.
-Develop ideas, themes, and main points coherently and concisely.
-Adopt modes and styles appropriate to their purpose and audience.
-Be clear, complete, and effective.
-Carefully analyze and synthesize material and ideas borrowed from sources. The sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Syllabus Change
This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it may be necessary for me to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the

	schedule. Changes to the syllabus will be made with advance notice whenever possible. **KSD Referrals** Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty Retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values. Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses. **Required Email** Students are required to use their Chaminade University Email to correspond with me. Your email may be accessed through the University Portal at https://portal.chaminade.edu/. **Important Dates and Financial Aid Information** Contact the Registrar's Office or view this website for important add, drop, and withdrawal dates for this semester. Please be sure to contact your University Financial Aid Counselor before dropping or withdrawing from any class, as this may impact your financial aid status. Please refer to your **Student Handbook** and the **Course Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.
CONCEPTUAL FRAMEWORK	The Division of Education's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship, and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching my demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively with a diverse community of learners.

MISSION STATEMENT	The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context, we develop educators who demonstrate ethical, effective, and culturally responsive practices, and a commitment to building a just and peaceful society.
MARIONIST VALUES	We promote the characteristics of Marianist universities which include: 1) *Education for Formation in Faith* (Mana): In the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All scholars are invited to join the larger community of faith, hope, and love. 2) *Integral, Quality Education* (Aloha): The Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up student's life experience. 1. Education is an active process. 2. Teaching and learning are reciprocal processes. 3. Diversity enriches education by providing many different cultural values and viewpoints. 4. Varied instruction for individual differences and learning styles facilitates learning. 5. Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside of the classroom. 6. Teachers are responsible for nurturing students' desire to learn. 3) *Education and the Family Spirit* ('Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the family allows the Marianist-based scholarly community to share responsibility for decision making at all levels. a. Learning requires a safe, stimulating environment where each student is nurtured. b. School, community, and family collaboration support learning. 4) *Education for Service, Peace, and Justice* (Pono): All members of the community strive to serve both the University and the larger surrounding community. Additionally, all members dispense and receive justice to and from each other in both the internal and external communities. a. Students must be educated for responsible citizenship, and self-directed lifelong learning. b. Peace is facilitated through cultural awareness and service in support of justice. 5) *Education for Adaptation and Change* ('Āina): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and facilitates adapting to the changes brought about each day. This scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world. a. Creative problem solving, divergent thinking and effective communication are nurtured.

	b. Reflection facilitates learning. c. Technology enriches the learning environment and the learning experience. d. Assessment improves instruction and increases student achievement. e. Students must be educated for responsible citizenship, and self-directed lifelong learning.

-Scroll to next page for Course Schedule -

Course Schedule

Week /Date	Topic	Pre-Class Readings	Assignments and In-class Activities
1 July 3-8	Welcome and introductions: Who we are and what matters to us. How do we make a curriculum both relevant and rigorous? Using an integrated and place-based approach to teaching and learning	Week ONE Course Guidance Drake Introduction pp 1-5 and Ch. 1 Any two of the following journal articles ▪ *Claiming the Promise of Place-Based Education* ▪ *He `Ike Pāpālua o ke Ao me ka Pō: Teaching Science in a Hawaiian Cultural Context* ▪ *What is a Nature Preschool?* ▪ *Place-based Education: Connecting Classroom and Community*	*By July 4 –* ▪ Post introductions ▪ Post response to Guiding Question #1 *By July 6 –* ▪ Post response to classmates/instructor *By July 8 –* ▪ Post final responses ▪ **Critical Reflective Journal #1 DUE**
2 July 10-15	Getting at the basics How can we weave standards and student interest into a coherent whole? What will YOUR integrating device be? Choosing a model and mapping the curriculum	Week TWO Course Guidance Drake Ch. 2 Handouts/Exemplars for Place-Based Integrated Curriculum Plans	*By July 11 –* ▪ Post response to Guiding Question #2 ▪ **Mind Map DRAFT DUE** *By July 13 –* ▪ Post response to classmates/instructor *By July 15 –* ▪ Post final responses
3 July 17-22	The heart of the matter: Know where you want to go: Using backwards design to drive instruction Big ideas, Enduring understandings, essential questions, and the KDB Why take cultural capital and developmental needs of students into account?	Drake Ch. 4 and Appendix A Understanding by Design Framework Article Towards Culturally Responsive and Integrated Instruction for All Learners: The Integrated Learning Model Article	*By July 18 –* ▪ Post response to guiding question #3 *By July 20 –* ▪ Post response to classmates/instructor *By July 22 –* ▪ Post Final Responses ▪ **Critical Reflective Journal #2 DUE**

4 July 24-29	Resource and knowledge gathering, or you can't teach what you don't know. What do you need to learn in order to teach?		*-By July 25* ▪ Post Response to Guiding Question #4 ▪ **Part I Integrated Unit Plan DRAFT Due** *-By July 27* ▪ Post response to classmates/instructor *-By July 28* ▪ Post final responses ▪
5 July 31- Aug 5	Why do we assess students? Why do students think they are being assessed? Authentic and culturally appropriate assessment Using activities to assess learning	Drake Ch. 5 and Appendix Authentic Assessment Toolbox (Website with Resources)- Choose One Section Addressing Culturally and Linguistically Diverse Student Overrepresentation in Special Education: Guidelines for Parents Article	*-By August 1* ▪ Post Response to Guiding Question #5 *-By August 3* ▪ Post response to classmates/instructor *-By August 4* ▪ Post final responses ▪ **Critical Reflective Journal #3 DUE**
6 Aug 7-12	Putting it all together: from web to plan. How can you integrate interests, activities, instruction, and assessments? Models that are working	Drake Ch. 3 A Place-Based Model for K-12 Education-Tennessee Article Place-Based Education: Communities as Learning Environments Article	*-By Aug 8* ▪ Post Response to Guiding Question #6 **Part II Integrated Unit Plan DRAFT Due** *-By Aug 10* ▪ Post response to classmates/instructor *-By Aug 11* ▪ Post Final Responses ▪
7 Aug 14-19	Creating a narrative, weaving a story Why student-driven research can be the best kind of learning.	Drake Ch. 6 Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning Environments Article	*-By Aug 15* ▪ Post Response to Guiding Question #6 ▪ **Presentation DRAFT Due** *-By Aug 17* ▪ Post response to classmates/instructor *-By Aug 18* ▪ Post Final Responses
8 Aug 21-26	Adapting the curriculum to meet the needs of each and every student	Drake Epilogue Teaching All Students to High Standards in Mixed Ability Classrooms Article Three Ways to Plan for Diverse Learners: What Teachers Do	*-By Aug 22* ▪ Post Response to Guiding Question #7 ▪ **Part III Integrated Unit Plan DRAFT Due** *-By August 24* ▪ Post response to classmates/instructor

		Article	*-By Aug 25* ▪ Post final responses
9 Aug 29- Sep 2	How can you use technology to support integrated and place-based teaching? How can you learn more about how to integrate technology into your work?	The Best Interactive Web Tools Article 50 Fab Apps for Teachers Article	*-By Aug 29* ▪ Post Response to Guiding Question #9 *-By August 31* ▪ Post response to classmates/instructor *-By Sept 1* ▪ Post final responses ▪ **Presentation DUE**
10 Sep 4-9	Culminating (Signature) Assignment		*-By Sept 5* ▪ Post Response to Guiding Question #10 *-By Sept 7* ▪ Post response to classmates/instructor *-By Sept 8* ▪ Post final responses ▪ **Signature Assignment DUE Critical Reflective Journal #4 DUE**

Note: This schedule is tentative and subject to change. Changes will be announced in class or via email

My Study Buddies

Name	Email	Phone

My Goals for the Class

By the end of the class I have…….
I hope to have learned……
I commit to the following in order to achieve this goal….