



School of Education and Behavioral Sciences
Education

EDUC 635 IS: Long and Short Term Planning

Online Asynchronous | Credits: 3 | Section: 635 | Term: Fall 2026 Accelerated (October 5 – December 14, 2026)

Instructor Information

Instructor	Denise Dugan, PhD
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Phone	808.735.4833 (office; answered during office hours only)
Office Location	Brogan 114
Office Hours	Tuesday 11:30 am–12:30 pm; Friday 9:30–10:30 am
Virtual Office	https://us06web.zoom.us/j/9661519756
Virtual Office Hours	Tuesday 11:30 am–12:30 pm; Thursday 3:45–4:45 pm; Friday 9:30–10:30 am

Communication

Email the instructor at denise.dugan@chaminade.edu (preferred; fastest response). Expect a reply within 48 hours, Monday–Friday. Course-wide updates are posted as Canvas Announcements. For phone or video conferences, use the office hours above or email to schedule another time.

School & Department

School	School of Education and Behavioral Sciences
Location	Brogan Hall 110
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Education and Behavioral Sciences

Course Description & Materials

Catalog Description

This course is designed to address course design, unit planning, lesson planning, and assessment. Students study and implement a curricular design framework to be incorporated within their K to 12 placements.

Co-requisites/Pre-requisites:

Course overview: In this course you will learn how to develop lesson and unit plans, along with outlining a curriculum map for a year-long course, using backward design within the Understanding by Design (UbD) framework. Generative AI can now produce a lesson plan or pacing guide in seconds, which makes the professional judgment at the heart of this course more important, not less. You will build your own planning expertise first, then learn to use AI as a tool you direct, question, and correct. Every assignment is labeled with an **AI Level** (see the EDUC 635 AI Use Policy).

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend approximately 50 hours on readings, video presentations, and module content (about 5.5 hours per instructional week); 27 hours on nine discussions (3 hours each, including peer replies); 28 hours on the weekly planning assignments (Assignments 1–5 and 8, which build the unit and lesson); 28 hours on the three major projects (Scope & Sequence, Refined Unit Plan, and

	Differentiated/UDL Lesson Plan, about 9–10 hours each, including time to critique and revise AI output on Level 2 assignments); and 2 hours on the final portfolio and AI Planning Stance reflection beyond revision time already counted.
Required Materials	Wiggins, G. P., & McTighe, J. (2005). <i>Understanding by design</i> (Expanded 2nd ed.). ASCD. A Google account for the program's Google Docs workflow. Access to a generative AI tool for AI Level 1 and 2 assignments only (a free tool is sufficient; contact the instructor if you do not have access).
Recommended Items	The content standards adopted for your placement (e.g., Hawai'i Common Core, NGSS, Hawai'i Core Standards in Social Studies) and your school's curriculum/pacing documents.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Each week is a module containing an overview, readings, videos, the discussion, and the assignment. Announcements, submissions (shared Google Doc links), rubrics, feedback, and grades are all in Canvas. Canvas Support Hotline: +1-833-209-6111. Chaminade IT Helpdesk: helpdesk@chaminade.edu or (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the M.A. in Teaching, Elementary or Secondary Education program, the student will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary/Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary/Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary/Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs)

Upon completion of EDUC 635, the student will be able to:

1. Identify broad concepts, ideas, and skills within the state and/or national content standards for their assigned grade level and subject area.
2. Design and justify a year-long curricular outline (scope and sequence) for their assigned grade level and subject area.
3. Apply a curricular design framework to create a unit plan within their assigned grade level and subject area.
4. Write detailed lesson plans to meet stated learning objectives within their assigned grade level and subject area.
5. Incorporate formative and summative assessments within their lesson and unit plans.

Across all CLOs, students also practice critically evaluating AI-generated planning materials for accuracy, alignment, and appropriateness for their learners.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.

5. Educate for adaptation and change.

While all five characteristics are present in this course, we pay particular attention to **providing an integral, quality education**. To provide a high quality education, teachers must spend significant time planning and preparing their lessons. This course provides strategies for planning at every level of detail, from year-long plans to curriculum units to individual lessons, so that teachers are better prepared to meet the needs of their students. The course also draws on **educating for adaptation and change**: learning to use new tools such as AI thoughtfully, without surrendering professional judgment, is part of adapting to a changing profession.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na‘auao):** Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (‘Āina):** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2, 4	2	2	4	2
PLOs	2, 4, 5	1, 2	2	2, 3	3
Native Hawaiian Values	2, 4	2	2	4	2

Model Code of Ethics for Educators: the responsibilities to the profession, to professional competence, to students, to the school community, and for the ethical use of technology (Principle V) are integral to this course, including protecting student privacy and verifying the accuracy of any AI-generated materials.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses (by Wednesday) and engage thoughtfully with peers within the required window (by Friday).
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.
- Follow the AI Level for each activity and keep Google Docs version history intact.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and module overviews clarifying objectives, key concepts, assignment expectations, and the AI Level for each activity.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, and summarizing takeaways.

- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response within 48 hours, Monday–Friday (see Communication above)
 - Weekly graded work (discussions, assignments): within 5 school days of the due date
 - Major assessments/projects (Scope & Sequence, Refined Unit Plan, Differentiated/UDL Lesson Plan): within 7 school days of the due date, so feedback can be used in the next stage and in the portfolio
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Assessments & Grading

Descriptions of all assignments, scoring rubrics, and AI Level directions are in Canvas and in the EDUC 635 Assignment Guide. Assignments 2–9 build one coherent set of plans for your placement: a year-long scope and sequence, one unit within it, and one lesson within that unit.

Category	Components	AI Level	Points
Course Overview	A1: Course Overview & Planning Self-Portrait	0	15
Class Discussions	Discussions 1–9 (15 points each)	0 (D5: 1)	135
Scope & Sequence (Year Plan)	A2: Unpacking Standards (15) A6: Scope & Sequence with AI Critique (45)	2 2	60
Unit Plan	A3: Stage 1 Desired Results (10) A4: Stage 2 Assessment Evidence (10) A5: Stage 3 Learning Plan (10) A7: Refined Unit Plan (30)	0 2 1 1	60
Lesson Plan	A8: Lesson Plan (20) A9: Differentiated & UDL Lesson Plan (40)	0 2	60
Portfolio	Final revised A6, A7, A9 + AI Planning Stance reflection (required; revised versions may replace original scores for A6, A7, A9)	0 (reflection)	—
Total			330

Grade	Points	Description
A	297–330	Outstanding scholarship and an unusual degree of intellectual initiative
B	264–296	Superior work done in a consistent and intellectual manner
C	231–263	Average grade indicating a competent grasp of subject matter
D	198–230	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F	0–197	Failed to grasp the minimum subject matter; no credit given

Alignment of Assessments and CLOs

Assessment	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Scope & Sequence (A2, A6)	X	X			
Unit Plan (A3, A4, A5, A7)	X		X		X
Lesson Plan (A8, A9)			X	X	X
Discussions 1–9	X	X	X	X	X

Course Policies

Late Work	Assignments are due on the dates in Canvas and the Weekly Course Schedule (11:59 pm HST). Late work will be accepted at the instructor's discretion when arrangements are made before the due date, for a maximum of 50% credit. No work will be accepted more than 2 weeks late. Discussions: The success of the course rests on the quality of these discussions. Late discussion posts receive at most 50% credit; posts more than one week late receive no credit.
Attendance & Participation	Participation is measured by completing weekly activities (see Participation & RSI above). Notify the instructor by email if illness or other circumstances prevent you from participating. Unexcused non-participation equivalent to more than a week may lead to a grade reduction; two consecutive weeks or more may result in being withdrawn from the course. Federal regulations require continued participation for continued financial aid. Students with approved accommodations through Kōkua 'Ike may be considered for an exception when the accommodation does not materially alter attainment of the learning outcomes.
Extra Credit	No extra credit is available in this course.
Incomplete Grade	A student in good standing may petition the instructor for an "I" grade, appropriate only when extraordinary conditions beyond the student's control prevent completion of course requirements. The request, with a valid reason, must be made no later than one week before the end of the course. The "I" is submitted with an alternative grade (IB, IC, ID, IF) that is assigned automatically after 30 days; if only an "I" is submitted, the default grade is F. Work must be completed, evaluated, and reported within 30 days after the end of the term.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own

analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

| EDUC 635 AI Use Policy

Education Program AI Guidelines

With the rise of AI in such a short time, nations to universities have had to address its responsible and ethical use. In January 2026, South Korea became the first nation to enact a comprehensive law governing the safe use of AI and a regulatory framework. With regards to this program, nothing has changed regarding academic honesty/plagiarism despite the emergence of AI tools.

Unless specifically permitted, AI tools may not be used to generate content. Using AI to write, rewrite, or mask authorship is considered academic dishonesty. Utilizing AI to generate coursework does not make you a better student as it cheats you out of learning, erodes your voice as a leader, and undermines your ability to think critically and creatively. Higher education exists to cultivate those capacities. We all lose if new knowledge is never created and only recycled.

The instructors in the program have been teaching for years in higher education and the experience of reading thousands of papers. One develops an intuition from experience when reviewing and assessing assignment submissions. In addition to intuition, the program uses industry-grade AI detection tools as one source of information. Consistent with University policy, detection results are never the sole basis for a grading or academic integrity determination.

For the majority of you having the integrity to do your own work and value learning, Mahalo! To the few unwilling or unable to meet the expectations of graduate-level studies, this may not be the right program for you. **If you are affiliated with HICISL, both programs are aligned with regards to AI. Repeated concerns regarding improper AI usage may be referred over to PDERI.**

What is not acceptable is the misuse of AI or entitlement to generate work that is not your own. When used responsibly and ethically, such as for searching information or brainstorming ideas, any residual AI footprint should and would be minimal. Students are responsible for making sure their submitted work reflects their own understanding and engagement with the course material.

Regarding applications such as Grammarly or Copilot, make sure to turn off the AI function under Settings. When these applications are AI-powered, writing can be substantially restructured and rewritten, which will leave a large AI footprint. Use programs such as Grammarly strictly as a grammar and spelling checker; the Google Docs spelling and grammar checker under Tools is quite effective.

- **Google Doc Workflow.** All courses in the program use Google Docs, as a single shared Google Doc or a separate Google Doc for each assignment. This supports transparency in drafting, revision, and feedback, and is free and accessible. In this course, submit each assignment as a shared Google Doc link with commenting access; keep version history intact.
- **Program Writing Rubric** (see Canvas). Written work is evaluated on alignment with assignment purpose & learning outcomes, depth of analysis & critical thinking, and originality, organization, coherence & clarity of voice.
- **Performance Assessment.** If a written assignment does not show whether the learning objectives have been met, faculty may ask the student to complete a performance assessment, which may include a discussion of the submitted work. This is one form of the additional evidence described in the University AI Statement above.
- **Academic Integrity Committee (AIC).** Concerns that need further attention may be referred to the Academic Integrity Committee for review.

AI Use Levels in EDUC 635

This course gives **explicit instructor approval** for AI on specific assignments, at the level labeled on each one. If no level is listed, treat the activity as Level 0.

	Level 0 — No AI	Level 1 — AI Assisted	Level 2 — AI Integrated
Purpose	Build foundational thinking and authentic voice	Use AI as a thinking partner or critical friend	Learn to direct, evaluate, and correct AI as a professional tool
AI may be used to...	Nothing. AI features in writing tools must be off.	Brainstorm, ask clarifying questions, get feedback on a draft you wrote	Generate drafts or components as the directions specify
AI text in submission?	No	No — all submitted text is yours	Only where directed, clearly labeled, followed by your critique and revision
You submit	Your work	Your work + AI Disclosure Statement	Your work + labeled AI output + AI Use Log
Assignments	D1–D4, D6–D9; A1, A3, A8; Portfolio reflection	D5; A5, A7	A2, A4, A6, A9

- **AI Disclosure Statement (Levels 1–2):** *"I used [tool] on [date(s)] to [purpose]. My prompts were: [list]. I [accepted/modified/rejected] its suggestions as follows: [explanation]. All final writing and decisions are my own."*
- **AI Use Log (Level 2):** a four-column table: prompt; what the AI produced; what you kept, changed, or rejected; your professional reasoning. Template in the Assignment Guide and Canvas.
- **Protect student privacy:** never enter student names, IDs, IEP/504 details, assessment results, photos, or other identifiable information into an AI tool. Use anonymized composite profiles (FERPA; Model Code of Ethics).
- **Verify before you trust:** AI tools misquote standards, invent standard codes, and produce plausible but inaccurate content. You are responsible for every word in a plan you submit or teach.
- **Accommodations:** AI-based assistive technology approved through Kōkua 'Ike (e.g., text-to-speech, speech-to-text) is permitted on all assignments.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both; contact information and On-campus Confidential Resources may be found at chaminade.edu/compliance/contact-information/.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about

conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The Notice of Nondiscrimination can be found at chaminade.edu/compliance/title-ix-nondiscrimination-policy/.

Student with Disabilities Statement

Kōkua 'Ike. Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety / SafeSwords	A program for students, faculty and staff who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus and escort you to your residence hall, car, etc.	SafeSwords webpage (chaminade.edu)

Resource	Description	Contact / Website
Canvas & IT Support	Canvas Support Hotline and Chaminade IT Helpdesk for technical issues.	+1-833-209-6111 helpdesk@chaminade.edu (808) 735-4855

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements. All times are 11:59 pm HST. AI Level in brackets: [0] No AI, [1] AI Assisted, [2] AI Integrated. Discussion initial posts are due Wednesday unless noted.

Wk of	Theme	Info / Activities	Due Dates
10/5	1. Introduction to Long and Short Term Planning	Read Ch. 1. Course orientation; Planning Self-Portrait	D1 [0] – Fri 10/9 A1: Course Overview & Planning Self-Portrait [0] – Mon 10/12
10/12	2. Backward Design	Read Ch. 2. Twin sins; diagnose an AI-generated lesson; unpack standards	D2 [0] – Fri 10/16 A2: Unpacking Standards [2] – Mon 10/19
10/19	3. Desired Results	Read Ch. 3 & 4. Enduring understandings; essential questions	D3 [0] – Fri 10/23 A3: Stage 1 Desired Results [0] – Mon 10/26
10/26	4. Determining Evidence	Read Ch. 5. Thinking like an assessor; GRASPS; validity	D4 [0] – Fri 10/30 A4: Stage 2 Assessment Evidence [2] – Mon 11/2
11/2	5. Planning Learning Experiences	Read Ch. 6. WHERETO; hooks (human vs. AI)	D5 [1] – Fri 11/6 A5: Stage 3 Learning Plan [1] – Mon 11/9
11/9	6. Curriculum Mapping and Scope & Sequence	Read Ch. 7. Year-long planning; real calendar constraints. Veterans Day (Wed 11/11): initial post due Thu 11/12	D6 [0] – Fri 11/13 A6: Scope & Sequence with AI Critique [2] – Mon 11/16
11/16	7. Refining Unit Plans	Peer review; AI as critical friend; revision memo	D7 [0] – Fri 11/20 A7: Refined Unit Plan [1] – Mon 11/23
11/23	8. Lesson Plan Basics	From unit to daily lesson; objectives, success criteria, formative checks. Thanksgiving (Thu 11/26)	D8 [0] – Sun 11/29 A8: Lesson Plan [0] – Mon 11/30
11/30	9. Differentiation and UDL	Read Ch. 9. UDL; anonymized learner profiles; evaluating AI supports	D9 [0] – Fri 12/4 A9: Differentiated & UDL Lesson Plan [2] – Mon 12/7
12/7	10. Portfolio Submission	Revise A6, A7, A9; write AI Planning Stance reflection	Portfolio + AI Planning Stance [0] – Fri 12/11