TEXAS A&M UNIVERSITY
COMMERCE

ECE 460 51 B: Early Childhood Curriculum Course CHEC

COURSE SYLLABUS
May Mini 2022

Instructor: Dr. Melanie Loewenstein Ph.D.
Office Location: CHEC
Office Hours: Mon-TH 8:15 AM- 8:45 AM (By Appointment)
University Email Address: Melanie.Loewenstein@tamuc.edu

COURSE INFORMATION

Class Location: CHEC RM. 100
Class Time: 9:00 a.m.-1:00 (Mon-Thur.)

Required Text

*May Mini ECE 460 Teaching STEAM in ECE (**E-Textbook**)*

Pearson

- Access Code ISBN: 9780137200252
- https://console.pearsoned.com/enrollment/sdmzze
  If you need help, check out these Revel student resources:
  https://www.pearsonhighered.com/revel/students/support/

Core Test Prep (Online Free Practice TEST)
240Tutoring: EC-6 Core Subjects

- **Math**
  https://www.240tutoring.com/texes/core-subjects-ec-6-mathematics/
- **Science**
  https://www.240tutoring.com/texes/core-subjects-ec-6-science/

Important Dates:

May 16   First Day of Class
June 2   May Mini Last Class Day & Final

See TAMUC Calendar for Other Important Dates Including Drop Dates
https://inside.tamuc.edu/admissions/registrar/documents/2122%20Academic%20Calendar%20registration%20dates.pdf

Course Description

This course is a comprehensive study of the early childhood pedagogy, research and curriculum, including the area of instruction, experience, and list of materials. A special emphasis will be given to planning curriculum that will help make learning meaningful for young children. The focus will be on integrated curriculum, child-centered philosophy, the role of play, and attention to the individual child's needs and interests. Reflecting and supporting diversity in addition to utilizing assessment tools and processes will also be emphasized.

Student Learning Outcomes

1. To investigate theories and practices associated with the ECE curriculum.
2. To examine techniques used in the authentic assessment and evaluation of young children.
3. To create instructional material used to teach the curriculum.
4. To plan activities for an active hands-on approach to the curriculum.
5. To demonstrate methodology for teaching an **integrated** curriculum *of STEAM* to young children.
6. To develop curriculum sensitive to cultural pluralism and children with special needs.
7. To explore technology resources that can be integrated into science and math learning experiences.
8. To plan interactive learning experiences that are culturally responsive which consider students' individual, community, and cultural assets.

Learning Objectives: The learner will…

● be an active and engaged participant in discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.
● demonstrate an understanding of the methods used in education by creating appropriate curriculum, highlighting the technology employed, and the appropriateness and effectiveness in the study of early childhood education.
● demonstrate understanding of the course materials through a learning journals and individual and group assignments

TEA Standards I-IV. Domains I-IV. Competencies.

Standard I: Domain I. Competencies 001-004 & Domain III. Competencies 007-010:
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
● 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS)
● 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills
● 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate
● 1.13k the importance of developing instructional goals and objectives that can be assessed
● 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs
● 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning
● 1.17k the importance of knowing when to integrate technology into instruction and assessment
● 1.19k the importance of designing instruction that reflects the TEKS
● 1.20k features of instruction that maximize students' thinking skills
● 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence
● 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning
● 1.23k the benefits of designing instruction that integrates content across disciplines
● 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness
● 1.25k the role of assessment in guiding instructional planning
● 1.26k the importance of creating assessments that are congruent with instructional goals and objectives
● 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies
● 1.28k the role of technology in assessing student learning
● 1.29k the benefits of and strategies for promoting student self-assessment

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010:
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction
- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners
- 1.3s use effective approaches to address varied student learning needs and preferences
- 1.4s plan instruction that motivates students to want to learn and achieve
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate
- 1.13s develop instructional goals and objectives that are able to be assessed
- 1.14s develop instructional goals and objectives that reflect students' age, develop-mental level, prior skills and knowledge, background, and interests
- 1.15s develop instructional goals and objectives that reflect different types of   student learning and skills
- 1.16s use various types of materials and other resources to aid in preparing and   implementing instruction
- 1.17s use technological tools to promote learning and expand instructional options
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure
- 1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II. Competencies 005-006:
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors

Standard III. Domain III. Competency 007-01:
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs
- 3.6k how to present content to students in relevant and meaningful ways
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge
- 3.7s create lessons with a clearly defined structure around which activities are organized
- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively
- 3.10s represent content effectively and in ways that link with student's prior knowledge and experience
- 3.11s use flexible grouping to promote productive student interactions and enhance learning
- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process
- 3.14s encourage students' self-motivation and active engagement in learning
- 4.1k the importance of families' involvement in their children's education

COURSE REQUIREMENTS

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.
There will be NO extra credit given in this course.

Assignments	SLO
Tasks completed **independently**: ● 240 Tutoring Diagnostic Assessment & Reflection ● Content Area Math Station Creation ● Math Lesson Plan (Danielson) ● Science Lesson Plan (5E) ● STEAM Activity Demonstration Presentation _____ Tasks completed in your **learning group**: * same set of members throughout the semester UbD-Integrated Unit & PBS/Inquiry Unity ● Multiple Learning Experiences/Multidisciplinary ● Learning Standards and Learning Goal/Target ● Math & Science Literature ● Integrate Writing/Drawing ● Performance Assessment/ Assessment(s) ● Culturally Responsive/Community Assets ● Technology Integration ● Multimodal Learning Opportunities ** Concept Building Assignments will be completed during class throughout the semester*	1. To investigate theories and practices associated with the ECE curriculum. 2. To examine techniques used in the authentic assessment and evaluation of young children. 3. To create instructional material used to teach the curriculum. 4. To plan activities for an active hands-on approach to the curriculum. 5. To demonstrate methodology for teaching an **integrated** curriculum *of STEAM* to young children. 6. To develop curriculum sensitive to cultural pluralism and children with special needs. 7. To explore technology resources that can be integrated into science and math learning experiences. 8. To plan interactive learning experiences that are culturally responsive which consider students' individual, community and cultural assets.

Note: Course Syllabus, Course Assignments, and Topical Schedule subject to change at the discretion of the Instructor.

TECHNOLOGY REQUIREMENTS

Browser support
D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:
● Ensure that your browser has JavaScript and Cookies enabled.
● For desktop systems, you must have Adobe Flash Player 10.1 or greater.
● The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
o 512 MB of RAM, 1 GB or more preferred
o Broadband connection required courses are heavily video intensive
o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:
o Sound card, which is usually integrated into your desktop or laptop computer
o Speakers or headphones.
o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

Current anti-virus software must be installed and kept up to date.
      Running the browser check will ensure your internet browser is supported.
            Pop-ups are allowed.
            JavaScript is enabled.
            Cookies are enabled.

•   You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
o   Adobe Reader https://get.adobe.com/reader/

o   Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
o   Adobe Shockwave Player   https://get.adobe.com/shockwave/
o   Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

Access and Navigation
You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Communication and Support
Brightspace Support
- Need Help?
Student Support
- If you have any questions or are having difficulties with the course material, please contact your Instructor.
Technical Support
- If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click or click on the words "click here**"** to submit an issue via email.   LiveChat please on the **Live Chat**
System Maintenance
- Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

COURSE POLICIES

Late Work Policy

Plan ahead and try to complete assignments well in advance to avoid last-minute problems. **Computer difficulties will not be accepted as an excuse for late submission.** Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities. **10 pts. will be deducted each day that an assignment is submitted passed the deadline. Please notify the instructor before the assignment deadline concerning emergency situations that may prevent you from submitting assignments by the assignment deadline.**

Withdrawal Policy

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been submitted, it cannot be changed.

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

UNIVERSITY SPECIFIC POLICIES
Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx
Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

In ECE 460, attendance is mandatory. All students start with 100% within the grade book. 20 pts. per day will be deducted from the Attendance Grade (Excused & Unexcused). Attendance is included within the 25% in-class learning experience Grade. Notify instructor in advance if absence is needed. A doctor's note may be required. Students must make-up work resulting from excused or unexcused absences. Leaving early may cause a loss in points. Notify the instructor ahead of time if you need to leave class early or arrive after class starts. Students may be dropped from the course if they accumulate more than one absence during May Mini or have excessive tardies or "early leaves"

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:
Undergraduate Academic Dishonesty 13.99.99.R0.03
- http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf
Graduate Student Academic Dishonesty 13.99.99.R0.10
- http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Grading

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.

Assignment Points		
Individual Major Assignments	**Assignment Points**	**Grading Weights**
● Math LP (Danielson)	**100 pts.**	**30%**
● Science LP (5-E)	**100 pts.**	
● Content Area Math Station Activity	**100 pts.**	
● STEAM Activity Presentation	**100 pts.**	
● 240Tutoring Diagnostic Assessments & Reflection ○ Science ○ Math	**100 pts.** **50 pts (Assessment)** **50 pts (Reflection)**	**20%**

● Chapter Learning Journals (Chapter Reflections) (20 pts. each) ○ Entries 1-4	**100 pts**	
In-Class Learning Experiences/Participation ● Concept Building Assignments ○ See Course Calendar For Assignment List ● Attendance (20 pt. Deduction Per Absence)	**100 pts ea**	**25%**

FINAL Project (Group Assignment)
 	
Part I
Inquiry Project-UBD Unit Presentation (PPT)/Video
Must Incorporate:
  ● Multiple Learning Experiences/Multidisciplinary
  ● Learning Standards and Learning Goal/Target
  ● Math & Science Literature
  ● Integrate Writing/Drawing
  ● Performance Assessment/ Assessment(s)
  ● Culturally Responsive
  ● Technology Integration
  ● Multimodal Learning Opportunities
	80 pts.	**20%**

Part II Inquiry Project-UBD Unit Presentation Peer and Self-Evaluation (Pass/Fail)	**20 pts.**	
End of Course Learning Reflection	**100 pts.**	**5 %**

In ECE 460, attendance is mandatory. All students start with 100% within the grade book. 20 pts. per day will be deducted from the Attendance Grade (Excused & Unexcused). Attendance is included within the 25% in-class learning experience Grade. Notify instructor in advance if absence is needed. A doctor's note may be required. Students must make-up work resulting from excused or unexcused absences. Leaving early may cause a loss in points. Notify the instructor ahead of time if you need to leave class early or arrive after class starts. Students may be dropped from the course if they accumulate more than one absence during May Mini or have excessive tardies or "early leaves"

May Mini 2022 Assignment Calendar

Face-to-Face Learning 9:00 a.m. -1:00 p.m.
Daily Suggested Class Materials: Laptop/Electronic Device
Bring Snacks & Drinks
Campus: Collin Higher Education Center/Mckinney Building
CHEC RM: 100

Week 1

Dates	Topics	Chapter Readings	Learning Journal Entries All WEEK 1 Journal Entries Due Sunday, May 22 11:59 PM	Concept Building Assignments (Completed During Class)	Major Assignments
5/16	Course Orientation 240Tutoring Cert. Prep Curriculum Approaches Playful Learning Curriculum and Lesson Planning Multi-modal Learning	**Ch. 1** Planning Effective Curriculum **Ch. 2** Understanding and Applying Developmentally Appropriate Practice	**Entry #1**	Playful Learning Experience Reflection & Observation Student Information Sheet	**240Tutoring Diagnostic Assessments & Reflection** *Math & Science* **Due: Sunday, May 29 (11:59 PM)**
5/17	Math Concepts Math Pre-K Guidelines Unpacking Math TEKS & Learning Targets Mathematical Playful Learning Content Area Literature	**Ch. 3** Setting a Vision for Learning High-Quality Mathematics **Ch. 4** Teaching Children to Investigate and Solve Problems: Science, Technology, Engineering, and Mathematics (STEM) Pgs 1-22	**Entry #2**	• Math Pre-K Guidelines Analysis/TEKS Vertical Alignment Assignment • Collaborative Integrated Math Lesson Plan (Danielson) • Math Playful Learning Experience Reflection & Observation	**Content Area Math Station Creation Presentation** **Due: Thursday, May 19 (11:59 PM)**
5/18	Science Concepts Science Pre-K Guidelines Unpacking Science TEKS & Learning Targets STEM/STEAM	**Ch. 4** Teaching Children to Investigate and Solve Problems: Science, Technology, Engineering, and Mathematics (STEM) Pgs 23-41 **Ch. 6**	**Entry #3**	• Science Pre-K Guidelines Analysis/TTEKS Vertical Alignment (Science) Assignment • Collaborative Integrated Science Lesson Plan (5-Model)	**STEAM Activity Demonstration Presentation** **Due: Monday, May 23 (During Class)**

	Content Area Literature Scienctific Playful Learning	Engaging in Inquiry-Based Instruction and Using the 5E Model		• ScicencePlayful Learning Experience Reflection & Observation	
5/19	Assessment Questioning Strategies/HOTS	**Ch. 5** Assessing Children's Learning and Developmen*t*	**Entry #4**	• Types of Questions Activities • Integrating Formal & Informal Assessment Into Lesson Plans • (Danielson & 5-E) • Content Area Math Station Peer Reflections	
5/20	Online Workday			**Work On:** Learning Journal Entries Lesson Plans STEAM Activity Demonstraton	**Integrated Science LP 5-E Model & Integrated Math LP (Danielson)** **Due: Sunday, May 22, 2022**

Week 2

Dates	Topics	Chapter Readings	Learning Journal Entries	Concept Building Assignments (Completed During Class)	Major Assignments
5/23	Context For Learning Culture/Culturally Responsive Teaching Social Justice Literature & Learning Experience	**Ch. 7** Teaching Culturally and Linguistically Diverse		Exploring Culturally Resposive Math & STEM Activities (Station Reflection Sheet)	
5/24	Technology			Research & Present Tech Tool Use Accross The Content Area	
5/25	UbD-Backwards Design Concepts				
5/26	PBS/Inquiry Unit Concepts				**UbD Unit & PBS/Inquiry Unit Presentation** **Due: Tuesday, May 31 (11:59 PM)**

| 5/27 | Online Workday | | | **Work On:**
Small Group UbD & PSB/Inquiry Unit Group Assignments
240Tutoring Diagnostic Assessments & Reflection | **240Tutoring Diagnostic Assessments & Reflection**
Due: Sunday, May 29 (11:59 PM) |

Week 3

Dates	Topics	Learning Journal Entries	Independent Assignment	Group Assignment
5/30	**Online Group Workday**			
5/31	**UbD Unit & PBS/Inquiry Unit Presentation Day** **Due: Tuesday, May 31 (During Class)**			
6/1	**End of Course Learning Reflection** **Due: Wednesday, June 1 (11:59 PM)**			
6/2				