

**ITEC 7481: LMS Coursework Document Template for Meeting the Requirements of the Online Course Assessment (OCA)**

Directions: **Add a screen shot and description** for each section to document your LMS design and development work in each area.

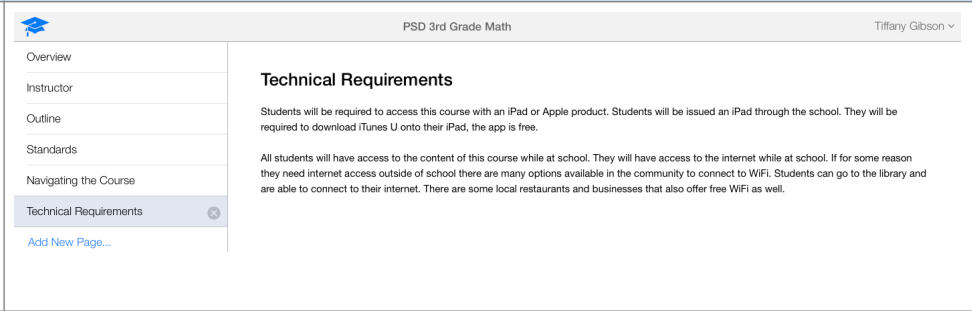
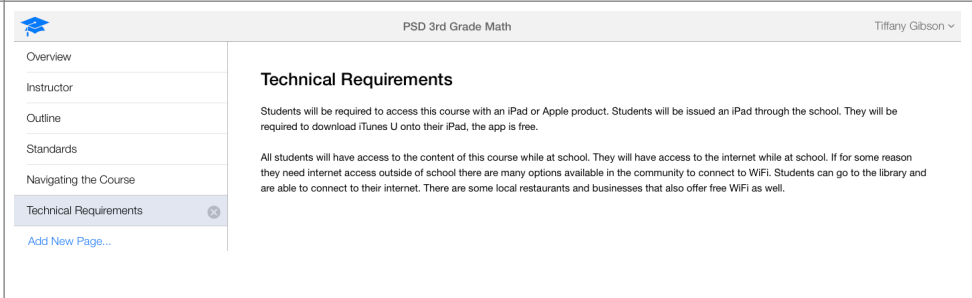
**I. Online Course Development [FIELD EXPERIENCE]** - Candidates will use a learning management system (LMS) to develop a high-quality K-12 online course that incorporates research and best practices in online learning for children and/or adolescents. The course will contain the following:

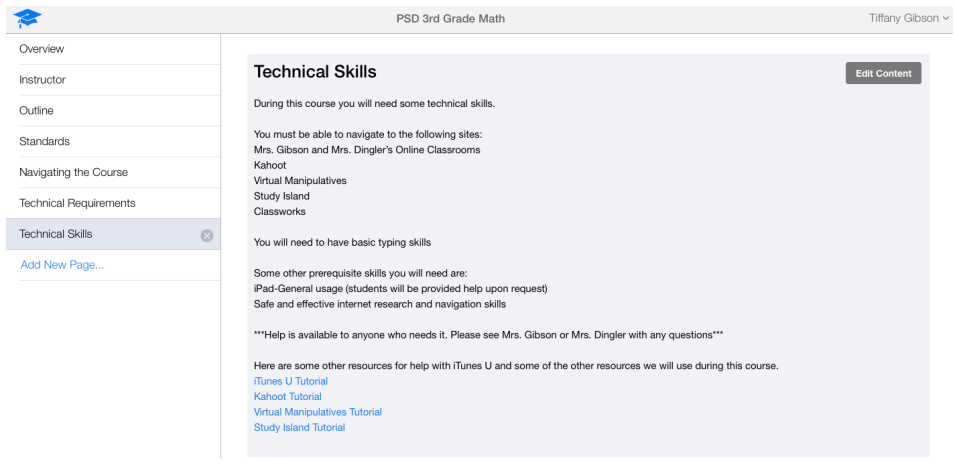
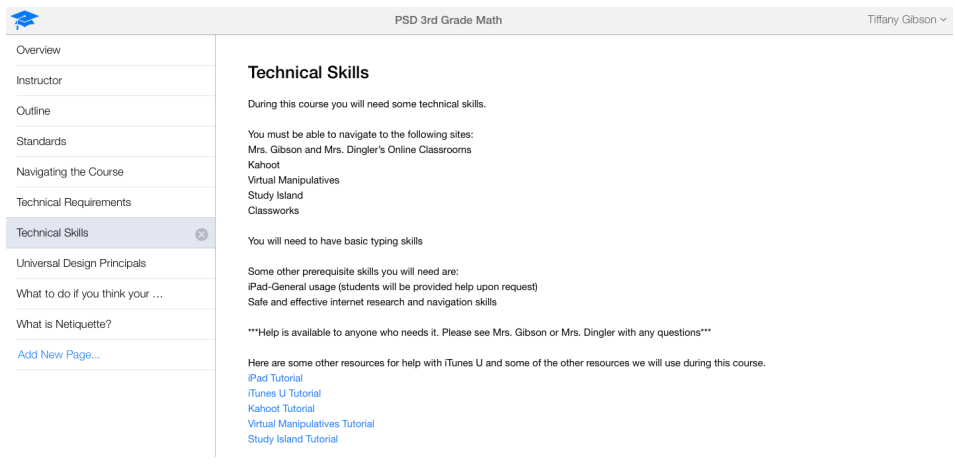
*(note: Key diversity components are italicized and underlined)* - (TOTAL SECTIONS A-G = 300 POINTS)

Element	Screen Shot	Description
<p>A. A <u>Welcome Statement</u> and <u>Site Navigation Instructions</u> (2.1.2); (1.1.6)</p>		<p>(15 points)</p>
<p>1. Welcome Statement</p>	<p>Welcome to Third Grade Math. We are so excited to have you. This year in Math you will learn about the topics outlined below. We are looking forward to learning more about you and helping you meet the standards of Third Grade.</p> <p>Please review the course materials, outline, and standards. I would love for you to go to the Discussion Board and make a quick post to introduce yourself. Since this is a blended class, which means we will do some things online and some things face-to-face, I ask that you wait for instructions before beginning the modules. We will work through the modules together.</p>	<p>This is the welcome statement on my LMS. It introduces students and parents to the course. It lets them know that we will work through the modules together and to go ahead and introduce themselves on the discussion board.</p>

<p>2. Site Navigation Instructions</p>	<p style="text-align: right;"><a href="#">Edit Content</a></p> <p><b>Navigating the Course</b></p> <p>You may be asking yourself, I am here so now what? I know that there is a ton of information in this course. From the outline to the posts, it can feel overwhelming. Don't worry Mrs. Dingler and I will be here to help. We will walk through this course with you each day.</p> <p>All of the work for this course is broken down into modules. You can find the modules by clicking Posts at the bottom of the page. You will also find all discussion posts in the Posts tab.</p> <p>All of the materials that will be used in the course can be found by clicking Materials at the bottom of the page.</p> <p>The course is broken up into modules, with assignments, links, and assessments that are easily accessible from each post for the day. Since this is a blended class which will include face-to-face instruction daily, we will also be here to help you learn to navigate the course.</p>	<p>The navigation instructions give students and parents some further instructions and to put them at ease for the feelings they may be having about blended learning. x</p>
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**B. Basic Support, Directions, and Guidance, including:** (30 points)

<p>1. Overview of the types and specifications of the technologies (hardware, software, and peripherals) to which students must have access in order to complete the course (Note: Required technologies and specifications should be reasonably accessible to students in order to ensure equitable access to digital content employed in the course) (1.1.1); (2.1.6)</p>	 <p>The screenshot shows a course page for 'PSD 3rd Grade Math' by 'Tiffany Gibson'. On the left is a navigation menu with items: Overview, Instructor, Outline, Standards, Navigating the Course, Technical Requirements (selected), and Add New Page... The main content area is titled 'Technical Requirements' and contains text about device requirements (iPad or Apple product) and internet access options.</p>	<p>Students will be required to participate in the course via an iPad which is issued to them by the school.</p>
<p>2. Ideas for gaining access to these technologies via public or low-cost means should a student not have home access to the necessary technologies for the course (1.1.1); (1.1.7); (2.1.6)</p>	 <p>This is an identical screenshot to the one above, showing the 'Technical Requirements' section of the course page.</p>	<p>I included a statement in the technical requirements that include information about gaining access if needed.</p>

<p>3. Overview of technical skills needed to successfully complete the course (1.1.1); (1.1.7); (2.1.6)</p>		<p>I included some technical skills that will be needed for this class. I made sure to not that help will be available for those who need it.</p>
<p>4. Links to technical documentation and online tutorials to assist students in acquiring the technical skills needed for the course (1.1.1); (1.1.7); (2.1.6)</p>		<p>I included tutorials for students. There are tutorials for the iPad, iTunes U, Kahoot, Virtual Manipulatives, and Study Island.</p>

5. Links to technical support resources and directions to assist students in case of technical difficulties with LMS or with course content (1.1.7); (2.1.6)

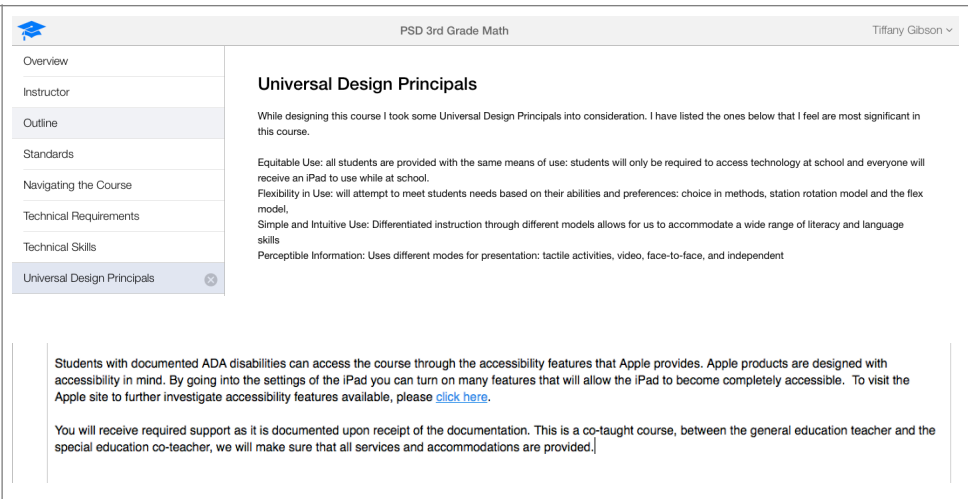
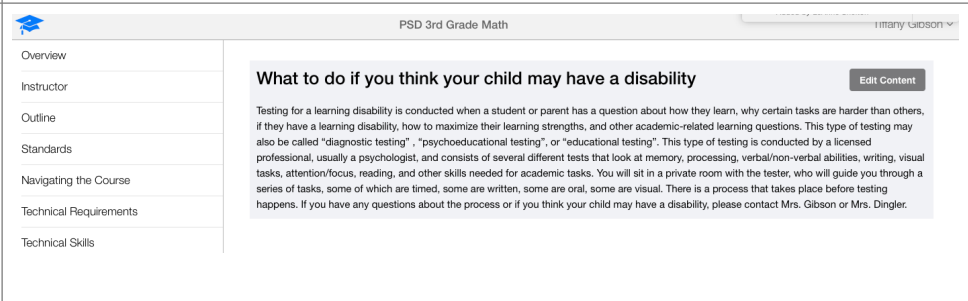
The screenshot shows a course page for 'PSD 3rd Grade Math' by 'Tiffany Gibson'. On the left is a navigation menu with items like Overview, Instructor, Outline, Standards, Navigating the Course, Technical Requirements, and Technical Skills (which is selected). The main content area is titled 'Technical Skills' and contains the following text: 'During this course you will need some technical skills. You must be able to navigate to the following sites: Mrs. Gibson and Mrs. Dingler's Online Classrooms, Kahoot, Virtual Manipulatives, Study Island, Classworks. You will need to have basic typing skills. Some other prerequisite skills you will need are: iPad-General usage (students will be provided help upon request), Safe and effective internet research and navigation skills. \*\*\*Help is available to anyone who needs it. Please see Mrs. Gibson or Mrs. Dingler with any questions\*\*\*. Here are some other resources for help with iTunes U and some of the other resources we will use during this course. iTunes U Tutorial, Kahoot Tutorial, Virtual Manipulatives Tutorial, Study Island Tutorial.' There is an 'Edit Content' button in the top right of the main content area.

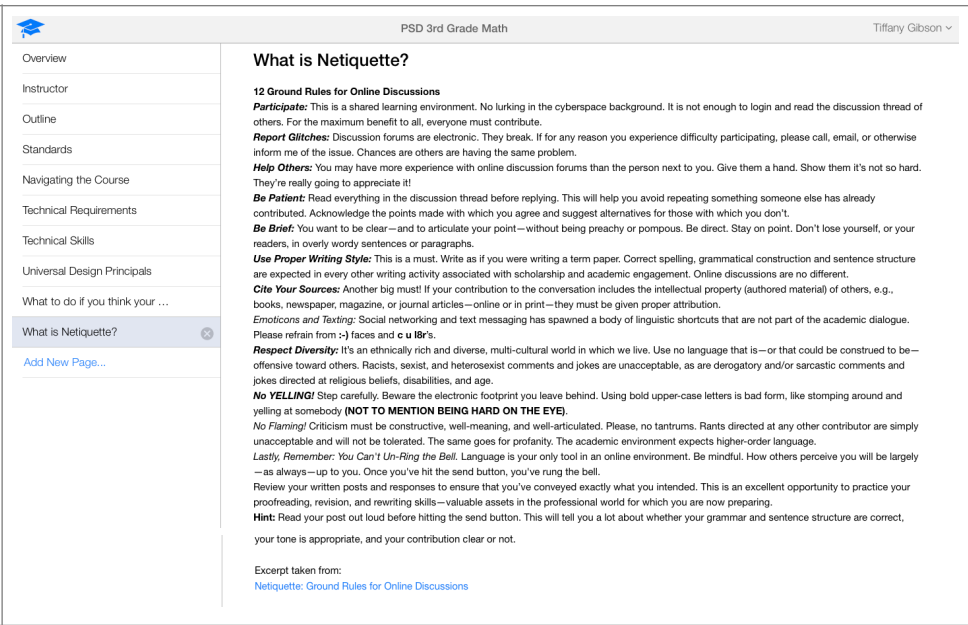
I included links to tutorials for iTunes U and other programs and websites we will use.

6. ADA-compliance statement by the LMS publisher (2.1.6)

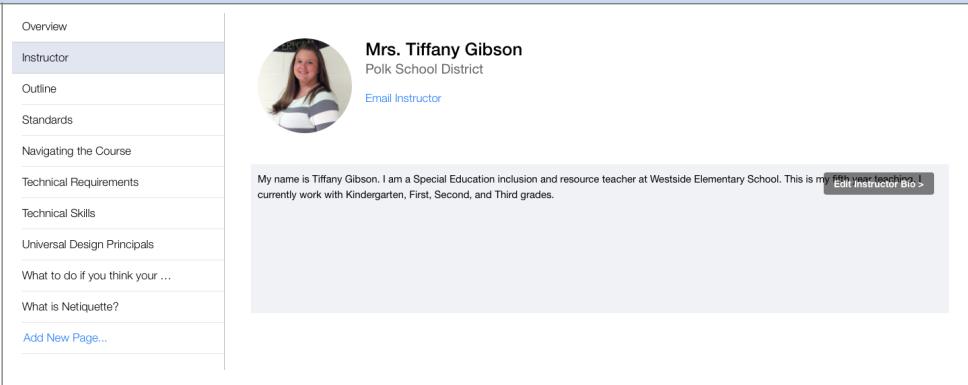
The screenshot shows the Apple website's Accessibility page. The top navigation bar includes links for Mac, iPad, iPhone, Watch, TV, Music, Support, and Resources. The main heading is 'Accessibility'. Below the heading is the text: 'We've done everything possible to make anything possible. Apple products are intuitive and easy to use. And to help you do more in more ways, a variety of award-winning assistive technologies come standard. So every device not only has accessible features — but accessible principles — built right in.' Below the text is a photograph of a young boy wearing a hearing aid, looking down at something in his hands.

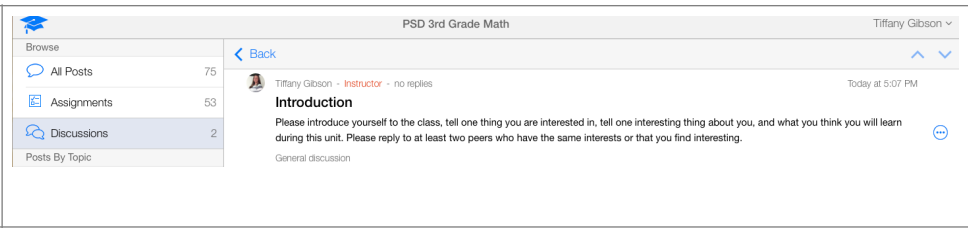
This was pulled from the Apple website it tells how Apple strives to make all of their devices and programs accessible to all people. This information is lined within my course.

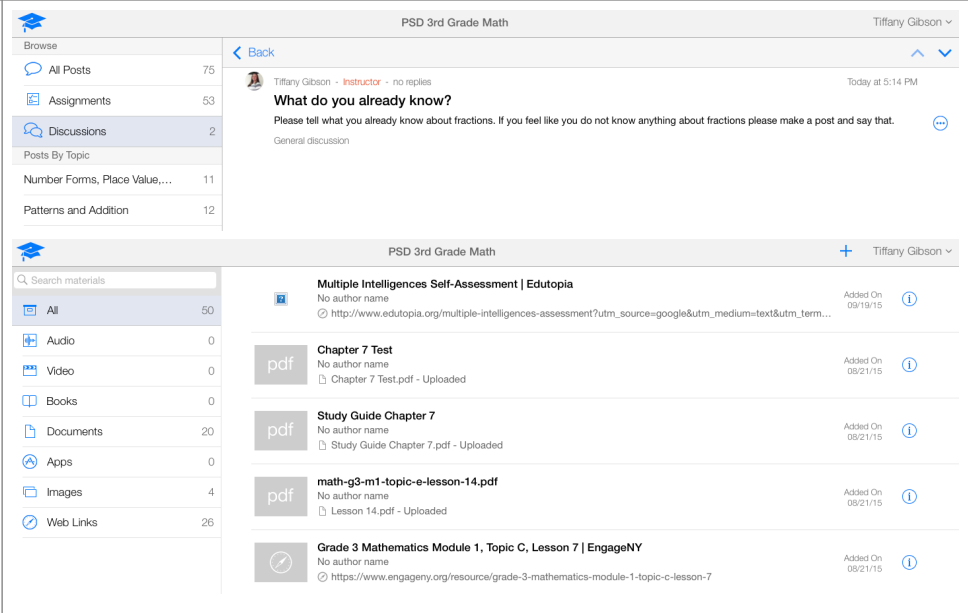
<p>7. <u>Instructor statement on how universal design principles were applied in constructing the specific course within the LMS and class-specific instructions on how students with documented ADA disabilities can access the course content/ receive required support services (2.1.6)</u></p>		<p>I listed the Universal Design Principals that I used in my unit plan. I also included a link to give all of the accessibility features that are included on the iPad.</p>
<p>8. <u>Instructions how students who believe they may have an ADA disability can receive testing and diagnostic services (2.1.6)</u></p>		<p>I wrote a description of how students are tested and what parents can do if they suspect their child may have a disability.</p>

<p>9. Definitions of Netiquette and expectations for teacher and student behavior in online discussions, email, synchronous meetings, and other forms of communication to be used in the course (2.1.6), (3.2.1)</p>		<p>I found this great list of “ground rules.” It gives 12 rules and is written in a form that students in third grade can understand. I linked to the article at the bottom of the page.</p>
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**C. Community Building Activities, including:** (15 points)

<p>1. Instructor introductions (2.2.2); (2.6.3)</p>		<p>The instructor introduction carries over into each class. Since I have multiple classes, I have to leave it more generic.</p>
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<p>2. <u>Methods for students to introduce themselves to one another and to set foundations for an accepting learning community, that values diversity among members (2.2.2); (2.6.3)</u></p>		<p>This is the introduction discussion that I posted for my students.</p>
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<p>3. <u>Methods for students to provide instructor and peers with information about their current knowledge on the content to be covered, their personal/professional experiences, and their learning styles/preferences (2.2.2); (2.6.3); (3.2.1); (2.3.1)</u></p>		<p>I posted a discussion for students to reply to about what they already know. I posted a link in my materials section that will allow students to take a Multiple Intelligences Survey to determine learning styles.</p>
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**D. Course Syllabus and Orientation to Course Syllabus, including:**

(45 points)

<p>1. Terms of class interaction for both teachers and students, including attendance policy for synchronous activities (2.2.3); (2.2.4)</p>	<p>Expectations of Student Participation and Attendance</p>	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1. Respond to two questions posted on the class blog weekly.</li> <li>2. Complete the station rotations (when applicable) and fill out a checklist to turn in.</li> <li>3. Upload all assignments on time to the dropbox on Haiku as required by the class calendar.</li> <li>4. Post one reflective video blog at the end of each unit telling what you learned and if you still have any misunderstandings. Please watch and respond to 4 classmates videos.</li> <li>5. Take online assessments by the required date according to the class calendar.</li> <li>6. You are expected to attend any synchronous sessions or discussions.</li> <li>7. The attendance policy for this class will be the same as the attendance policy for Polk School District.</li> </ol>	<p>These sections show the communication policies for students and teachers. They give the students clear expectations. It also gives the students an idea of what to expect from the teacher in terms of communication.</p>
	<p>Teacher Communication</p>	<p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p>	



<p>2. Teacher contact information and guidance (2.2.3); (2.2.4)</p>	<table border="1"> <tr> <td data-bbox="739 151 915 574"> <p>Teacher Communication</p> </td> <td data-bbox="919 151 1667 574"> <p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p> </td> </tr> </table>	<p>Teacher Communication</p>	<p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p>	<p>This is the section of the syllabus that gives the teacher contact information.</p>
<p>Teacher Communication</p>	<p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p>			
<p>3. Information on teacher response time to questions and assignments (2.2.3); (2.2.4)</p>	<table border="1"> <tr> <td data-bbox="739 596 915 1011"> <p>Teacher Communication</p> </td> <td data-bbox="919 596 1667 1011"> <p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p> </td> </tr> </table>	<p>Teacher Communication</p>	<p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p>	<p>This section also gives the response time that students and parents can expect.</p>
<p>Teacher Communication</p>	<p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p>			

<p>4. Information on how to receive instructional support from teacher and other support services, as appropriate (2.2.3); (2.2.4)</p>	<table border="1"> <tr> <td data-bbox="728 151 915 574"> <p>Teacher Communication</p> </td> <td data-bbox="915 151 1669 574"> <p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p> </td> </tr> </table>	<p>Teacher Communication</p>	<p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p>	<p>This section also give the information on how to receive support from the teacher and co-teacher.</p>
<p>Teacher Communication</p>	<p>We are available anytime day or night via email at <a href="mailto:tgibson@polk.k12.ga.us">tgibson@polk.k12.ga.us</a>, or <a href="mailto:jdinger@polk.k12.ga.us">jdinger@polk.k12.ga.us</a>. We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.</p>			
<p>5. Grading criteria (2.2.3); (2.2.4)</p>	<table border="1"> <tr> <td data-bbox="728 587 915 1261"> <p>Grading Policy</p> </td> <td data-bbox="915 587 1669 1261"> <p>In accordance with Polk School District policy the grades will be weighted as follows:</p> <p>Test Grades, which consist of cumulative tests, projects and other items at the teachers discretion: 65%</p> <p>Daily Grades, which consist of quizzes, activities completed online or in class: 30%</p> <p>Homework: 5%</p> <p>Grades will be posted by Monday from the previous week. Report cards go home each 9 weeks. Progress reports go home at the midpoint of each 9 week grading period.</p> <p>The cumulative grading scale for Polk School District: A: 90%-100% B: 80%-89% C: 70%-79% F: 0%-69% (will require intervention)</p> </td> </tr> </table>	<p>Grading Policy</p>	<p>In accordance with Polk School District policy the grades will be weighted as follows:</p> <p>Test Grades, which consist of cumulative tests, projects and other items at the teachers discretion: 65%</p> <p>Daily Grades, which consist of quizzes, activities completed online or in class: 30%</p> <p>Homework: 5%</p> <p>Grades will be posted by Monday from the previous week. Report cards go home each 9 weeks. Progress reports go home at the midpoint of each 9 week grading period.</p> <p>The cumulative grading scale for Polk School District: A: 90%-100% B: 80%-89% C: 70%-79% F: 0%-69% (will require intervention)</p>	<p>Grading is in accordance with the district policies in place. I restated them in my syllabus.</p>
<p>Grading Policy</p>	<p>In accordance with Polk School District policy the grades will be weighted as follows:</p> <p>Test Grades, which consist of cumulative tests, projects and other items at the teachers discretion: 65%</p> <p>Daily Grades, which consist of quizzes, activities completed online or in class: 30%</p> <p>Homework: 5%</p> <p>Grades will be posted by Monday from the previous week. Report cards go home each 9 weeks. Progress reports go home at the midpoint of each 9 week grading period.</p> <p>The cumulative grading scale for Polk School District: A: 90%-100% B: 80%-89% C: 70%-79% F: 0%-69% (will require intervention)</p>			

<p>6. Policy for submitting and grading late assignments (2.2.3); (2.2.4)</p>	<table border="1"> <tr> <td data-bbox="718 139 915 365"> <p>Late Work Policy</p> </td> <td data-bbox="915 139 1682 365"> <p>Late work will be accepted up to 1 day late, unless you make a habit out of turning your work in late. Please consult with with Mrs. Gibson or Mrs. Dinger if work will be late.</p> </td> </tr> </table>	<p>Late Work Policy</p>	<p>Late work will be accepted up to 1 day late, unless you make a habit out of turning your work in late. Please consult with with Mrs. Gibson or Mrs. Dinger if work will be late.</p>	<p>This is a screenshot of the late work policy.</p>
<p>Late Work Policy</p>	<p>Late work will be accepted up to 1 day late, unless you make a habit out of turning your work in late. Please consult with with Mrs. Gibson or Mrs. Dinger if work will be late.</p>			

<p>7. Academic honesty and copyright/privacy policies (2.2.3); (2.2.4)</p>	<p>Academic Honesty</p>	<p>Students are expected to complete all assignments independently unless noted within the assignment. If you feel you cannot complete an assignment on your own, please feel free to ask Mrs. Gibson or Mrs. Dinger during class time. This will help with developing instruction as well. There will be consequences for anyone who is found being academically dishonest. Those consequences may include:</p> <p><b>First Offense:</b> Warning, Teacher will write up to keep in student file for documentation</p> <p><b>Second Offense:</b> Conference call with teacher, student and parents as well as documenting in student file</p> <p><b>Third Offense:</b> Academic penalty resulting in a 0 on the assignment, conference call, and documentation in student file</p> <p><b>Fourth Offense:</b> Student will be referred to Administration</p>	<p>These two sections give information about academic honesty and copyright policies. It also gives the consequences for what will happen if the policies are broken.</p>
	<p>Acceptable Use Policy</p>	<p>The Polk School District Acceptable Use Policy:</p> <p><b>Acceptable Use:</b> PSDNET is to be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives and the student behavior guidelines of the Polk School District. Transmission of any material in violation of any federal or state regulation is prohibited. Unacceptable uses include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Violating copyright laws</li> <li>• Reposting (forwarding) personal communications without the author's prior consent</li> <li>• Using threatening or obscene material</li> <li>• Distributing material protected by trade secret</li> <li>• Utilizing PSDNET for commercial purposes</li> <li>• Providing political or campaign information</li> <li>• Cyberbullying</li> </ul>	

<p>8. Appropriate behavior expectations (2.2.3); (2.2.4)</p>	<p><b>Students are expected to:</b></p> <ol style="list-style-type: none"> <li>1. Always use kind words</li> <li>2. Proofread your posts and comments</li> <li>3. Reply to Mrs. Gibson and/or Mrs. Dingler and classmates within 1 day</li> </ol>		<p>The expectations are very clear on what kind of behavior is expected.</p>
<p>9. Consequences for violating academic honesty, copyright/privacy policies, and behavior expectations</p>	<p>Academic Honesty</p>	<p>Students are expected to complete all assignments independently unless noted within the assignment. If you feel you cannot complete an assignment on your own, please feel free to ask Mrs. Gibson or Mrs. Dingler during class time. This will help with developing instruction as well. There will be consequences for anyone who is found being academically dishonest. Those consequences may include:</p> <p><b>First Offense:</b> Warning, Teacher will write up to keep in student file for documentation</p> <p><b>Second Offense:</b> Conference call with teacher, student and parents as well as documenting in student file</p> <p><b>Third Offense:</b> Academic penalty resulting in a 0 on the assignment, conference call, and documentation in student file</p> <p><b>Fourth Offense:</b> Student will be referred to Administration</p>	<p>The consequences for violating the policies are in alignment with the district policies.</p>

<p>10. Clear, measurable course goals and learning modules objectives (2.2.3); (2.2.4)</p>	<p><b>Learning Outcomes</b></p>	<p>The student will (TSW) be able to represent and solve problems involving multiplication.          TSW be able to understand the properties of multiplication and the relationship between multiplication and division.          TSW be able to multiply and divide within 100.          TSW be able to solve problems involving the four operations, and identify and explain patterns in arithmetic.          TSW be able to use place value understanding and properties of operations to perform multi-digit arithmetic.          TSW be able to develop and understanding of fractions as numbers.          TSW be able to solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.          TSW represent and interpret data.          TSW demonstrate an understanding of concepts of area and relate area to multiplication and to addition.          TSW recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<p>These are screen shots of the course learning outcomes or objectives and the module objectives. The objectives are listed at the beginning of each module as well as in the syllabus.</p>
<p>Module Objectives:          At the end of this lesson, you will be able to:          *explain that a fraction is a part of a whole, and part of a set by answering the discussion questions and score 80% per the rubric (MGSE3.NF.1)          *identify the denominator as the bottom number and is the whole with at least 80% accuracy on an independent quiz (MGSE3.NF.1)          *identify the numerator as the top number is the equal parts of the whole with at least 80% accuracy on an independent quiz (MGSE3.NF.1)</p>			

<p>11. Course schedule (2.2.3); (2.2.4)</p>	<p>Topics by Unit</p>	<p><b>Unit 1, 5 Weeks:</b> Rounding whole numbers to the nearest 10 or 100. (MCC.3.NBT.1) Fluently add and subtract within 1000. (MCC.3.NBT.2) Draw scaled picture and bar graphs. (MCC.3.MD.3) Measurement and line plots. (MCC.3.MD.4)</p> <p><b>Unit 2, 10 Weeks:</b> Interpret products of whole numbers (MCC.3.OA.1), interpret whole-number quotients of whole numbers (MCC.3.OA.2), use multiplication and division within 100 to solve word problems (MCC.3.OA.3), determine the unknown whole number in multiplication and division problems (MCC.3.OA.4), apply properties of operations as strategies to multiply and divide (MCC.3.OA.5), understand <math>\div</math> as an unknown factor problem (MCC.3.OA.6), multiply one digit whole numbers by multiples of 10 (MCC.3.NBT.3), Fluently multiply and divide within 100 (MCC.3.OA.7)</p> <p><b>Unit 3, 6 Weeks:</b> Solve two step word problems using the four operations (MCC.3.OA.8), identify arithmetic patterns (MCC.3.OA.9), recognize area and an attribute of plan figures (MCC.3.MD.5), measure areas by counting unit squares (MCC.3.MD.6), relate area to the operations of multiplication and addition (MCC.3.MD.7)</p> <p><b>Unit 4, 5 Weeks:</b> Understand that shapes in different categories may share attributes (MCC.G.1), partition shapes into equal parts (MCC.3.G.2), draw a scaled picture and bar graph (MCC.3.MD.3), measure lengths and plot them on a line plot (MCC.3.MD.4)</p> <p><b>Unit 5, 5 Weeks:</b> Understand fractions as parts of a whole (MCC.3.NF.1), understand and represent fractions on a number line (MCC.3.NF.2), explain equivalence of fractions and compare them (MCC.3.NF.3)</p> <p><b>Unit 6, 3 Weeks:</b> Tell and write time to the nearest minute and measure time intervals (MCC.3.MD.1), measure and estimate liquid volumes and masses of objects using standard units (MCC.3.MD.2)</p>	<p>This is the anticipated course schedule as listed in the syllabus. This is subject to be changed depending on how students perform on formative assessments. More time will be taken for each module if needed.</p>
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<p>12. Required assignments (2.2.3); (2.2.4)</p>	<table border="1"> <tr> <td data-bbox="728 151 917 342"> <p>Required Assignments</p> </td> <td data-bbox="917 151 1669 342"> <p>All assignments in each unit are required. Please see the grading policy for the assignment weights.</p> </td> </tr> </table>	<p>Required Assignments</p>	<p>All assignments in each unit are required. Please see the grading policy for the assignment weights.</p>	<p>This is listed in the course syllabus. All assignments and assessments that are listed in each module are required.</p>
<p>Required Assignments</p>	<p>All assignments in each unit are required. Please see the grading policy for the assignment weights.</p>			
<p>13. Procedures for submitting assignments (2.2.3); (2.2.4)</p>	<ol style="list-style-type: none"> <li>1. Chapter 10, Lesson 1* (We will learn this during face to face time first) <ul style="list-style-type: none"> <li>• Download and complete Chapter 10, Lesson 1, either print it and turn it in the agenda box, or open it in pages, complete it digitally and email it to <a href="#">Mrs. Dingler</a>.</li> </ul> </li> <li>3. Complete this Classworks lesson, <a href="#">Finding Fractions as Part of a Whole</a></li> <li>4. Chapter 10, Lesson 2* (We will learn this during face to face time first) <ul style="list-style-type: none"> <li>• Parts of a Whole Video-It is in the materials section</li> <li>• One Third and One Fourth Video- it is in the materials section</li> <li>• Download and complete Chapter 10, Lesson 2, either print it and turn it in the agenda box, or open it in pages, complete it digitally and email it to <a href="#">Mrs. Dingler</a>.</li> </ul> </li> <li>5. Complete this Classworks lesson, <a href="#">Finding Fractions as Part of a Set</a></li> <li>6. Chapter 10, Lesson 3* (We will learn this during face to face time first) <ul style="list-style-type: none"> <li>• Parts of a Set Video-It is in the materials section</li> <li>• Download and complete Chapter 10, Lesson 3, either print it and turn it in the agenda box, or open it in pages, complete it digitally and email it to <a href="#">Mrs. Dingler</a>.</li> </ul> </li> <li>7. Complete quiz by <a href="#">clicking here</a>. Once you complete the quiz, please screenshot your results and email them to <a href="#">Mrs. Gibson</a>.</li> </ol>	<p>In the module assignments list, there are specific instructions on how to submit each assignment.</p>		



14. Alignment grid showing how assignments, assessments, and standards-based learning goals are related to one another (2.5.1); (2.5.5)

Standards/Objectives	Assignments	Assessments
<p>MGSE3.NF.1 Understand a fraction <math>\frac{b}{1}</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts (unit fraction); understand a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>. For example, <math>\frac{3}{4}</math> means there are three <math>\frac{1}{4}</math> parts, so <math>\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}</math>.</p>	<ul style="list-style-type: none"> <li>• Chapter 10, Lesson 1</li> <li>• Chapter 10, Lesson 2</li> <li>• Chapter 10, Lesson 3</li> <li>• Classworks Lesson: Finding Fractions as Part of a Whole</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions Quiz 1</li> <li>• Module Discussion Post</li> </ul>
<p>MGSE3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. <math>\frac{a}{b}</math></p> <p>a. Represent a fraction on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts.</p> <p>b. Represent a non-unit fraction on a number line diagram by marking off a lengths of <math>\frac{1}{b}</math> (unit fractions) from 0. Recognize that the resulting interval has size <math>\frac{a}{b}</math> and that its endpoint locates the non-unit fraction <math>\frac{a}{b}</math> on the number line.</p>	<ul style="list-style-type: none"> <li>• Chapter 10, Lesson 5</li> <li>• Nearpod: Fractions</li> <li>• Myon Book Project</li> </ul>	<ul style="list-style-type: none"> <li>• Nearpod Fractions</li> <li>• Module Discussion Post</li> <li>• Fraction Project</li> </ul>

This is a screen shot of the alignment grid that is posted on my online classroom. It shows how each assignment and assessment is aligned to the standards.

E. **Learning Modules** (at least three) that:

(105 points)

1. Clearly outline required learning activities that will help students achieve learning standards associated with the module (2.5.1)

Each module clearly outlines what will be expected of students. It also lists the standards and essential questions for the module.

2. Provide authentic, relevant, and real-world learning experiences for students to engage with content (2.5.6); (2.6.4)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Grade 3 Fraction Performance Task: School Garden**

**Part 1: Splitting up the Garden**

The four 3rd grade classes at Jefferson Elementary School are planting a garden.

Using the garden space below.

1) Show how each class can have an equal section of the garden.

**What fraction of the garden will each class plant?**

2) Class A \_\_\_\_\_

3) Class B \_\_\_\_\_


4) Class C \_\_\_\_\_


5) Class D \_\_\_\_\_

This task will put students in the shoes of someone making a garden. They will have to use what they know about fractions to make their garden work. Once students have figured out how to make their garden meet the criteria, we will work together to build a garden at the school.


3. Provide opportunities for meaningful instructor-student and peer-peer interaction to support learning (2.6.3)


Discussions

 Tiffany Gibson - **Instructor**  
**Fractions as Part of a Set**  
Fractions > Module 1

 Oct 12, 2015 >

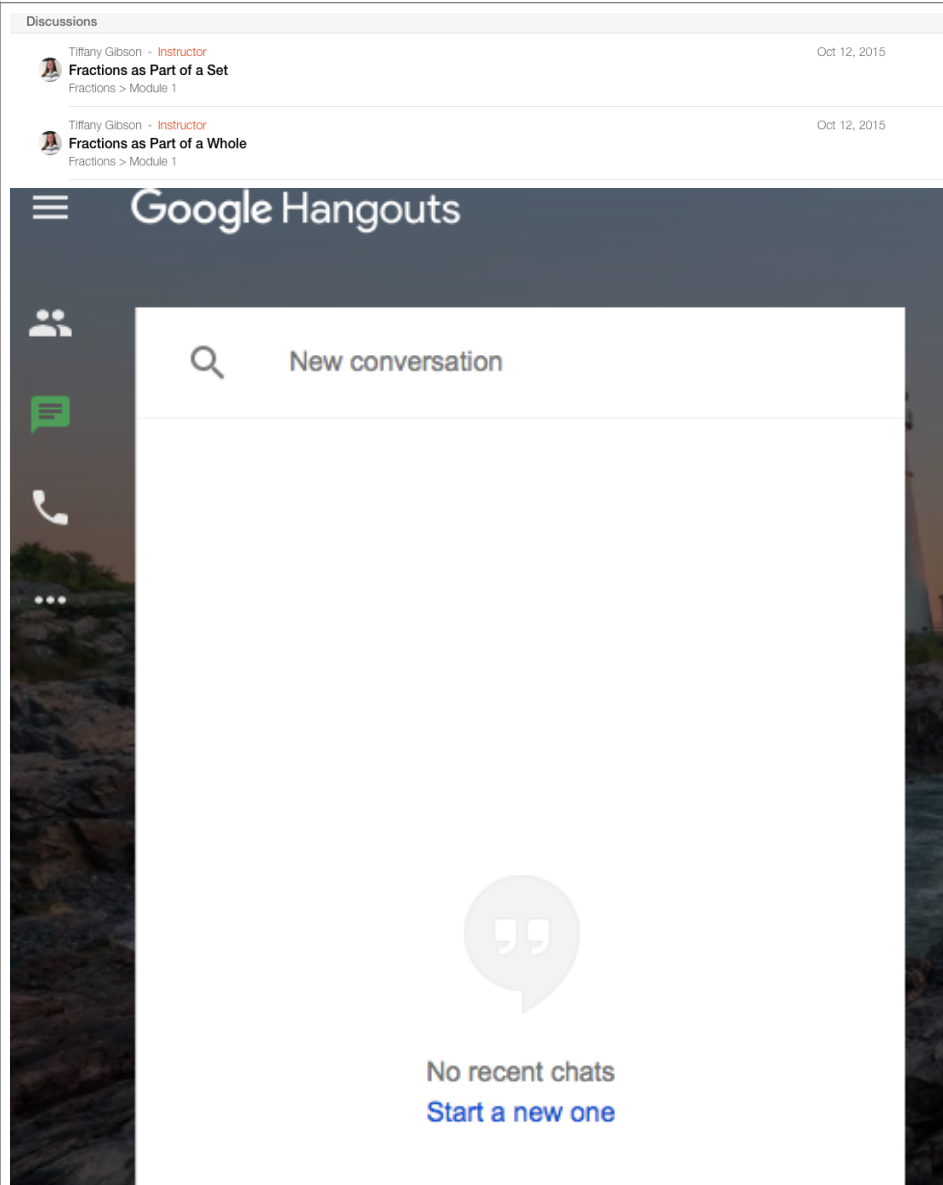
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 Tiffany Gibson - **Instructor**  
**Fractions as Part of a Whole**  
Fractions > Module 1

 Oct 12, 2015 >

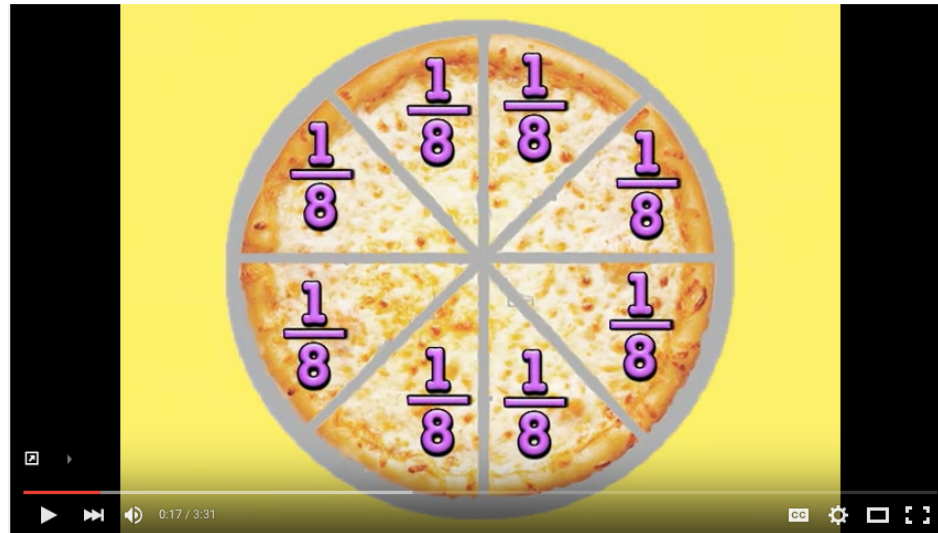
In discussion posts, students will post and respond to each other. The instructor will provide feedback to students through discussions online, face to face interactions, as well as through synchronous opportunities as well.

4. Appropriately use both synchronous and asynchronous learning opportunities to support learning (1.1.4)



We will use both synchronous and asynchronous opportunities including discussion posts, Google Hangouts, and our Class Wiki pages. We will also meet face to face as well.

5. Incorporate visual resources into online modules (1.1.3)



These are screen shots of one of the many videos and many pictures I included in my online unit.

## All About Fractions

### Equal Parts of a Whole

$\frac{1}{2}$   
2 equal parts  
**Halves**

$\frac{1}{3}$   
3 equal parts  
**Thirds**

$\frac{1}{4}$   
4 equal parts  
**Fourths**

$\frac{1}{5}$   
5 equal parts  
**Fifths**

$\frac{1}{6}$   
6 equal parts  
**Sixths**

$\frac{1}{8}$   
8 equal parts  
**Eighths**

$\frac{1}{10}$   
10 equal parts  
**Tenths**

$\frac{1}{12}$   
12 equal parts  
**Twelfths**

### Equivalent Fractions

• Fractions that represent the same amount of a whole are called

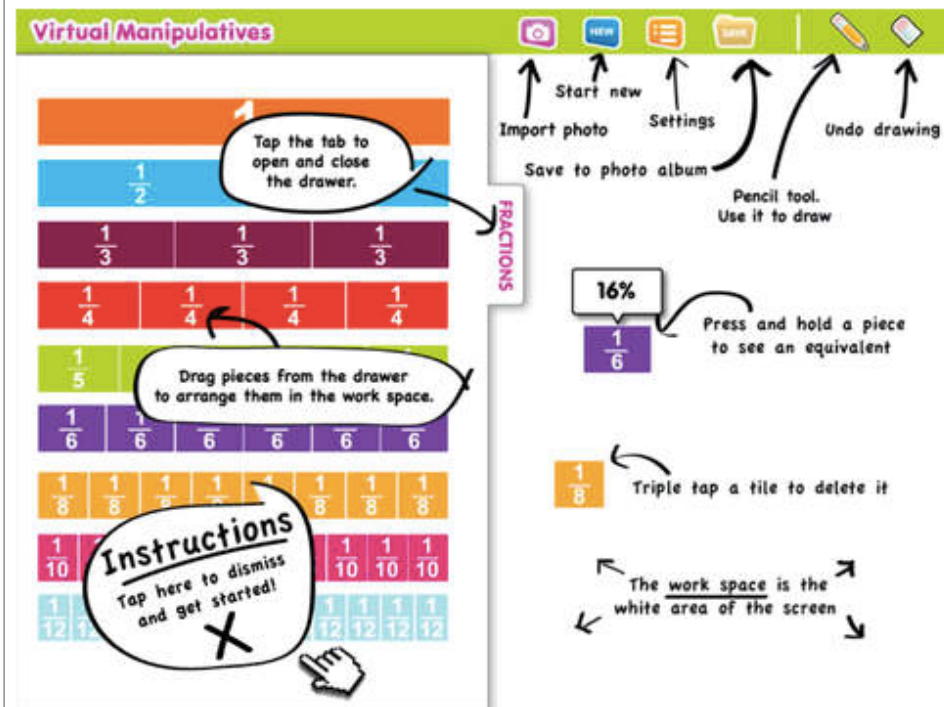
### Fractions on a Number Line

### Mixed Numbers

$1\frac{1}{2}$  - One and one-half tomatoes

• **Mixed numbers**

6. Effectively use and incorporate subject specific developmentally appropriate software in an online learning module (1.1.6)



This is an app students will download on their iPad. It is called Virtual Manipulatives. It allows students to make fractions using fraction strips or circles.


7. Engage students in active roles in their learning process and opportunities to construct meaning (2.6.5)

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Response to Topic</b>	Highly appropriate response	Appropriate response	Attempts to make appropriate response	Lacks appropriate response
<b>Originality</b>	Highly original	Original	Somewhat original	Lacks originality
<b>Respectfulness</b>	Very polite and respectful	Polite and respectful	Somewhat polite and respectful	Not polite and respectful
<b>Sentence And Mechanical Structure</b>	Punctuation, grammar and spelling are correct	Punctuation, grammar and spelling are mostly correct	Punctuation, grammar and spelling have a few mistakes	Punctuation, grammar and spelling have many mistakes

Instructor will use a rubric to assess students discussion posts. Students will also be required to rate themselves on the same rubric. Students and instructors will compare the responses and discuss any differences with the student to help hold them accountable for their posts.


8. Elicit a response from the student comparable with the level of competency demanded in a related task (2.5.6)

Fractions



Click to make  $\frac{1}{2}$

This is in Module 1 after students have completed approximately 4 days worth of activities and learning about fractions. Students will complete a quiz based off the information they have learned.

<p>9. Assist students to consider meaning, reflect on new knowledge, and assimilate/ apply information (2.6.5)</p>	 <p><b>Fractions as Part of a Whole</b> Give a real world example of fractions as part of a whole. Think about the examples we have talked about in class this week. Fractions &gt; <a href="#">Module 1</a></p>	<p>Students are asked to give a real-world example of where they may use fractions.</p>
<p>10. gcgggse</p>	<p>After learning about fractions on a number line, it is time to apply your knowledge to a project. Please use an app of your choice to create a fraction number line and a word problem that can be solved using it. You may use any fraction you would like that we have learned about to base your problem off of. You will be graded based off the rubric found in the resource section.</p>	<p>Students will create a word problem and illustration of how to solve it using their iPads.</p>
<p>11. <u>Differentiate instruction based on students' diverse talents and learning needs (2.1.9); (2.6.1)</u></p>	<p><b>Learning Task</b> I need your help! I have lost our test over fractions. I need you to help me make some new problems for our test. I have decided you can make your problem using one of many different formats. You may: 1.) Make a video of yourself asking the problem and then make a separate video showing how to solve it. 2.) Type a question on Pages and create a drawing to show how to solve it. 3.) Go to Voicethread and make a recording of a problem. Be sure to record a separate thread to tell how to solve it. Once you have completed your problem you need to go post it on our class wiki page. Fractions &gt; <a href="#">Module 3</a></p>	<p>Students will be able to complete the task through multiple programs that will address multiple learning styles and preferences.</p>
<p>12. <u>Differentiate instruction based on students' special education modifications, age, cultural and linguistic background, academic achievement, cultural background, and experiences (2.6.1); (2.6.2)</u></p>	<p>8. Go to Myon, I have set up a book list. If your Lexile level is below 300, please read the book entitled "Fractions." If your Lexile level is above 300, please read the book entitled "Half You Ever Heard of Fractions." Complete the writing activity and take a screenshot of it and email it to Mrs. Gibson</p>	<p>Myon is a reding program we use that recommends books based of students Lexile score and their interest survey that they complete at the beginning of each year. Teachers can also have students complete projects based off of assigned books.</p>



13. Address multiple intelligences, including the needs of visual, auditory, and tactile learner (2.5.2), (2.5.7)

# Learning Style

## Multiple Intelligences Survey

Be honest!

1.	I like to write my own stories.	YES	NO
2.	I like to take pictures.	YES	NO
3.	I like to plant seeds and grow plants.	YES	NO
4.	I like to count.	YES	NO
5.	I like to check the weather.	YES	NO
6.	I like to talk to others about ideas.	YES	NO
7.	I like to read in my free time.	YES	NO
8.	I like to dance.	YES	NO
9.	I like to read maps.	YES	NO
10.	I like to figure out patterns.	YES	NO
11.	I like to take turns.	YES	NO
12.	I like to solve puzzles.	YES	NO
13.	I like to sing.	YES	NO
14.	I like to make things with my hands.	YES	NO
15.	I like to talk to others.	YES	NO
16.	I like poetry and rhyming.	YES	NO
17.	I like to be by myself sometimes.	YES	NO
18.	I like to touch different materials.	YES	NO
19.	I like to move around a lot.	YES	NO
20.	I like to play alone.	YES	NO
21.	I like to play word games.	YES	NO
22.	I like taking care of animals.	YES	NO
23.	I like to draw.	YES	NO
24.	I am wise.	YES	NO

Tally for each number answered Yes. The most yeses reflect intelligence in that area!

<u>Music</u> 13, 16, 8	<u>Body</u> 14, 18, 19	<u>Nature</u> 3, 22, 5	<u>Word</u> 1, 7, 21
<u>Math</u> 4, 10, 12	<u>Self</u> 17, 20, 24	<u>People</u> 11, 6, 15	<u>Picture</u> 2, 9, 23

CKeimer

This is a multiple intelligences survey I have already given to my students this year. It is posted in my LMS as well.

14. Include appropriate citations and ethical/legal use of copyrighted material

# All About Fractions

**Equal Parts of a Whole**

**Equivalent Fractions**

- Fractions that represent the same amount of a whole are called **equivalent fractions**.

*example:*  $\frac{4}{8}$  represents the same amount as  $\frac{1}{2}$

**Fractions on a Number Line**

- A number line can be used to compare fractions.

**Mixed Numbers**

- Mixed numbers have a whole number and a fraction.

**Adding Fractions**

$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

**To add fractions with the same denominator:**

- Add only the numerators.
- Write the total over the same denominator.

**Subtracting Fractions**

$$\frac{3}{8} - \frac{2}{8} = \frac{1}{8}$$

**To subtract fractions with the same denominator:**

- Subtract only the numerators.
- Write the difference over the same denominator.

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Photo Credit: [http://www.newpathlearning.com/store/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/3/3/33-6101\\_fractions\\_poster\\_1.jpg](http://www.newpathlearning.com/store/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/3/3/33-6101_fractions_poster_1.jpg)

The picture is linked to the source.

F. Assessments of Student Learning that:

(60 points)

1. Make evaluation criteria CLEAR to students through well-constructed, rubrics, checklists, grading forms, etc. (3.1.1)

Rubric for \_\_\_\_\_ Project

Areas Assessed	Great Work! 4	Good job! 3	Getting There! 2	Not quite 1
Organization	All materials are neat and information is easy to understand.	Most materials are neat and most information is easy to understand.	Some materials are neat and some information is easy to understand.	Materials are not neat and are difficult to understand.
Content	Subject area mastery is demonstrated through end result project.	Subject understanding is demonstrated through end result project.	Basic understanding of subject area material is met through end result project.	End result project demonstrates lack of understanding of subject area.
Teamwork	Each group member made contributions to project material and presentation.	Most group members Contributed to project materials and presentation.	Some group members Contributed to project materials and presentation.	Few group members Contributed to project materials and presentation.
Presentation	Information is presented with knowledge and creativity.	Information is presented with acceptable knowledge and creativity.	Information is presented with limited knowledge and minimal creativity.	Information is unclear or lacking and is presented with little creativity.

Name: \_\_\_\_\_ Final Score: \_\_\_\_\_

Students will know upfront what is expected of them for projects as well as classwork.

2. Address ALL learning standards associated with the course/learning modules (2.5.1)

**Module 1**

What's our standard?

MGSE3.NF.1 Understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ . For example,  $\frac{3}{4}$  means there are three  $\frac{1}{4}$  parts, so  $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ .

**Module 2**

What's our standard?

MGSE3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.  $\frac{a}{b}$

- Represent a fraction on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts.
- Represent a non-unit fraction on a number line diagram by marking off a lengths of  $\frac{a}{b}$  (unit fractions) from 0. Recognize that the resulting interval has size  $\frac{a}{b}$  and that its endpoint locates the non-unit fraction  $\frac{a}{b}$  on the number line.

**Module 3**

What's our standard?

MGSE3.NF.3 Explain equivalence of fractions through reasoning with visual fraction models

- Compare fractions by reasoning about their size.
- Recognize and generate simple equivalent fractions with denominators of 2,4,6, and 8
- Express whole numbers as fractions

I will address all learning standards associated with 3rd grade fractions in this unit.

3. Address multiple intelligences, including visual, auditory, and tactile learning styles (2.5.2), (2.5.7)

## Multiple Intelligences Survey

Please click the link and print out and take the survey.

[Multiple Intelligences Survey](#)

# Learning Style

## Multiple Intelligences Survey

Be honest!

1.	I like to write my own stories.	YES	NO
2.	I like to take pictures.	YES	NO
3.	I like to plant seeds and grow plants.	YES	NO
4.	I like to count.	YES	NO
5.	I like to check the weather.	YES	NO
6.	I like to talk to others about ideas.	YES	NO
7.	I like to read in my free time.	YES	NO
8.	I like to dance.	YES	NO
9.	I like to read maps.	YES	NO
10.	I like to figure out patterns.	YES	NO
11.	I like to take turns.	YES	NO
12.	I like to solve puzzles.	YES	NO
13.	I like to sing.	YES	NO
14.	I like to make things with my hands.	YES	NO
15.	I like to talk to others.	YES	NO
16.	I like poetry and rhyming.	YES	NO
17.	I like to be by myself sometimes.	YES	NO
18.	I like to touch different materials.	YES	NO
19.	I like to move around a lot.	YES	NO
20.	I like to play alone.	YES	NO
21.	I like to play word games.	YES	NO
22.	I like taking care of animals.	YES	NO
23.	I like to draw.	YES	NO
24.	I am wise.	YES	NO

Tally for each number answered Yes. The most yeses reflect intelligence in that area!

<u>Music</u>	<u>Body</u>	<u>Nature</u>	<u>Word</u>
--------------	-------------	---------------	-------------

Students will take a multiple intelligences survey to help them determine which style they learn best in. I will also have students give me their results to make sure that I am teaching them the way that they learn best.

4. Use authentic assessment strategies to determine student acquisition of knowledge and skills (2.5.3)

### Project Rubric

**Rubric for \_\_\_\_\_ Project**

Areas Assessed	Great Work! 4	Good job! 3	Getting There! 2	Not quite 1
Organization	All materials are neat and information is easy to understand.	Most materials are neat and most information is easy to understand.	Some materials are neat and some information is easy to understand.	Materials are not neat and are difficult to understand.
Content	Subject area mastery is demonstrated through end result project.	Subject understanding is demonstrated through end result project.	Basic understanding of subject area material is met through end result project.	End result project demonstrates lack of understanding of subject area.
Teamwork	Each group member made contributions to project material and presentation.	Most group members contributed to project materials and presentation.	Some group members contributed to project materials and presentation.	Few group members contributed to project materials and presentation.
Presentation	Information is presented with knowledge and creativity.	Information is presented with acceptable knowledge and creativity.	Information is presented with limited knowledge and minimal creativity.	Information is unclear or lacking and is presented with little creativity.

Name: \_\_\_\_\_ Final Score: \_\_\_\_\_

Using rubrics will help to determine how well the students acquisition knowledge and skills. The last screenshot is an example of one of the projects students will do for an assessment.

### Discussion posting and response rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Response to Topic</b>	Highly appropriate response	Appropriate response	Attempts to make appropriate response	Lacks appropriate response
<b>Originality</b>	Highly original	Original	Somewhat original	Lacks originality
<b>Respectfulness</b>	Very polite and respectful	Polite and respectful	Somewhat polite and respectful	Not polite and respectful
<b>Sentence And Mechanical Structure</b>	Punctuation, grammar and spelling are correct	Punctuation, grammar and spelling are mostly correct	Punctuation, grammar and spelling have a few mistakes	Punctuation, grammar and spelling have many mistakes

9. After learning about fractions on a number line, it is time to apply your knowledge to a project. Please use an app of your choice to create a fraction number line and a word problem that can be solved using it. You may use any fraction you would like that we have learned about to base your problem off of. You will be graded based off the rubric found in the resource section.

5. Include pre- and post- testing to show student growth in content knowledge (2.5.5)

Before you work on the first lesson please click below to complete the pre-test over fractions. This will not count as an actual grade, it is just for me to gauge how much you already know about fractions.

[Click Here to Complete the Pre-Test](#)



## Fractions Pre-Test

Please answer all of the questions below

\* Required

Sally eats  $\frac{1}{3}$  of a pizza, and her sister eats  $\frac{1}{3}$  of the same pizza. What fraction of the pizza do they eat in all?

- $\frac{1}{3}$
- $\frac{2}{3}$
- 2
- $\frac{1}{2}$

Compare using  $<$ ,  $>$ , or  $=$ .  $\frac{1}{3}$  \_\_\_  $\frac{1}{6}$

- $<$
- $>$
- $=$

Denali's pizza was cut into 4 equal pieces. He ate  $\frac{1}{4}$  at lunch and  $\frac{2}{4}$  at dinner. What fraction below represents the amount of the whole pizza Denali has left?

- $\frac{1}{4}$

To see how much you have learned, please click below to take the post-test over fractions so I can see how much you have learned. This will count for a grade!

[Fractions Post-Test](#)



Students will take a pre-test over fractions at the beginning of module 1. It will not count as an actual grade. It will be used for formative purposes to drive instruction. At the end of module 4 students will take the same test as a post test. This time it will be used as a summative assessment since students should know the content at that time.

<p>6. Are reasonable expectations given the learning activities included in the course (2.5.5), (2.5.6)</p>	<p>Below you will find the learning activities and links for this module. You must complete each of the following tasks in order. You will be responsible for physically or digitally turning in the assignments with the asterisk (*) beside it. You have until the end of the week to complete each of the items on the list below. If you have any questions, see Mrs. Gibson or Mrs. Dingler.</p> <ol style="list-style-type: none"> <li>1. Watch the Kahn Academy video: <a href="#">Plotting Basic Fractions</a></li> <li>2. Chapter 10, Lesson 5* (We will learn this during face to face time first) <ul style="list-style-type: none"> <li>• Parts of a Whole Video-It is in the materials section</li> <li>• One Third and One Fourth Video- it is in the materials section</li> <li>• Download and complete Chapter 10, Lesson 5, either print it and turn it in the agenda box, or open it in pages, complete it digitally and email it to <a href="#">Mrs. Dingler</a>.</li> </ul> </li> <li>3. Complete this *<a href="#">Nearpod of Fractions</a>, I will pull a report to check for completion.</li> <li>4. Complete the <a href="#">LearnZillion Lesson</a></li> <li>5. <a href="#">Complete quiz by clicking here</a>. Once you complete the quiz, please screenshot your results and email them to <a href="#">Mrs. Gibson</a>.</li> <li>6. Go to the discussion board and answer the question posted entitled Fractions on a Number Line.</li> <li>7. Record weekly reflection video. Please be sure to address what you have learned about fractions, how fractions can be used in the real world, and what is one question you still have? Once you have recorded your video, you should upload it to the class wiki by clicking <a href="#">here</a>.</li> <li>8. Go to Myon, I have set up a book list. If your Lexile level is below 300, please read the book entitled "Fractions." If your Lexile level is above 300, please read the book entitled "Half You Ever Heard of Fractions." Complete the writing activity and take a screenshot of it and email it to Mrs. Gibson</li> <li>9. After learning about fractions on a number line, it is time to apply your knowledge to a project. Please use an app of your choice to create a fraction number line and a word problem that can be solved using it. You may use any fraction you would like that we have learned about to base your problem off of. You will be graded based off the rubric found in the resource section.</li> <li>10. If you finish all of the above, you may explore more one of the links below: <ul style="list-style-type: none"> <li><a href="http://www.kidsnumbers.com/turkey-terminator-math-game.php">http://www.kidsnumbers.com/turkey-terminator-math-game.php</a></li> <li><a href="http://nlvm.usu.edu/en/nav/frames_asid_103_g_1_t_1.html?from=topic_t_1.html">http://nlvm.usu.edu/en/nav/frames_asid_103_g_1_t_1.html?from=topic_t_1.html</a></li> <li><a href="http://www.visualfractions.com/">http://www.visualfractions.com/</a></li> </ul> </li> </ol> <p><b>REQUIREMENTS FOR THIS MODULE</b></p>	<p>Each module lays out the expectations for students. This will help students to know the expectations. The assessments that the students will take will be of the same rigor that the assignments are.</p>
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7. Require students to engage in authentic performances to show mastery of content (2.5.6)

**CONSTRUCTING TASK: CANDY CRUSH!**

**APPROXIMATE TIME:** 1 Class period

In this lesson students will find the value of fractions of sets.



**CONTENT STANDARDS**

**MGSE3.NF.1 Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts (unit fraction); understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ . For example,  $\frac{3}{4}$  means there are three  $\frac{1}{4}$  parts, so  $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ .**

**STANDARDS FOR MATHEMATICAL PRACTICE**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

**Learning Task**

I need your help! I have lost our test over fractions. I need you to help me make some new problems for our test. I have decided you can make your problem using one of many different formats. You may: 1.) Make a video of yourself asking the problem and then make a separate video showing how to solve it. 2.) Type a question on Pages and create a drawing to show how to solve it. 3.) Go to Voicethread and make a recording of a problem. Be sure to record a separate thread to tell how to solve it. Once you have completed your problem you need to go post it on our class wiki page.

Fractions > [Module 3](#)

Students will engage in authentic tasks in order to further their understanding of fractions. They will help them demonstrate their depth of knowledge.



8. Are modified to accommodate special education needs, student age, cultural background and experiences (2.6.2)

## Accessibility Information

Please click the link to see how Apple strives to make all of their product [accessible](#).

Sally eats  $\frac{1}{3}$  of a pizza, and her sister eats  $\frac{1}{3}$  of the same pizza. What fraction of the pizza do they eat in all?

- $\frac{1}{3}$
- $\frac{2}{3}$
- 2
- $\frac{1}{2}$

Mario had a bag of 8 marbles. 5 of the marbles are red, 2 are blue, and 1 is green. What fraction of the marbles is NOT green?

- $\frac{1}{8}$
- $\frac{2}{8}$
- $\frac{3}{8}$
- $\frac{7}{8}$

Students will be using Apple iPads to complete all work. Apple comes in with accessibility features built in. Students with special needs will be allowed to use those features to their full capacity. Testing will incorporate age appropriate level thinking. Tasks will also be given that allow for multiple representations for meeting grade level standards.

9. Are valid (i.e., adequately sample the content that they are designed to measure) and reliable (i.e., produce consistent results from administration to administration) (3.1.1)



### Fractions Post-Test

Please answer all of the questions below

\* Required

Compare using  $<$ ,  $>$ , or  $=$ .  $1/3$  \_\_\_  $1/6$

- $<$   
  $>$   
  $=$

How many fourths are in 1 whole?

- 1  
 2  
 3  
 4


There are 4 chairs in a room. One chair is broken. What fraction of the chairs is broken?

- $1/4$   
  $3/4$   
 1

Rubrics and content quizzes with multiple choice answers will help to ensure that the assessments are valid and reliable.

### Rubric for \_\_\_\_\_ Project

Areas Assessed	Great Work! 4	Good job! 3	Getting There! 2	Not quite 1
Organization	All materials are neat and information is easy to understand.	Most materials are neat and most information is easy to understand.	Some materials are neat and some information is easy to understand.	Materials are not neat and are difficult to understand.
Content	Subject area mastery is demonstrated through end result project.	Subject understanding is demonstrated through end result project.	Basic understanding of subject area material is met through end result project.	End result project demonstrates lack of understanding of subject area.

<p>10. Are implemented in ways that insure instrument validity and reliability (3.1.2)</p>		<p>Quizzes will be proctored in class whether given online or on paper. Online quizzes will also have the question order randomized and will only allow one response from each student.</p>
<p>11. Include varied and multiple ways to assess each learning standard (3.1.3)</p>	<ol style="list-style-type: none"> <li>1. Chapter 10, Lesson 1* (We will learn this during face to face time first) <ul style="list-style-type: none"> <li>• Download and complete Chapter 10, Lesson 1, either print it and turn it in the agenda box, or open it in pages, complete it digitally and email it to <a href="#">Mrs. Dinger</a>.</li> </ul> </li> <li>3. Complete this Classworks lesson, <a href="#">Finding Fractions as Part of a Whole</a></li> <li>4. Chapter 10, Lesson 2* (We will learn this during face to face time first) <ul style="list-style-type: none"> <li>• Parts of a Whole Video-It is in the materials section</li> <li>• One Third and One Fourth Video- it is in the materials section</li> <li>• Download and complete Chapter 10, Lesson 2, either print it and turn it in the agenda box, or open it in pages, complete it digitally and email it to <a href="#">Mrs. Dinger</a>.</li> </ul> </li> <li>5. Complete this Classworks lesson, <a href="#">Finding Fractions as Part of a Set</a></li> <li>6. Chapter 10, Lesson 3* (We will learn this during face to face time first) <ul style="list-style-type: none"> <li>• Parts of a Set Video-It is in the materials section</li> <li>• Download and complete Chapter 10, Lesson 3, either print it and turn it in the agenda box, or open it in pages, complete it digitally and email it to <a href="#">Mrs. Dinger</a>.</li> </ul> </li> <li>7. <a href="#">Complete quiz by clicking here</a>. Once you complete the quiz, please screenshot your results and email them to <a href="#">Mrs. Gibson</a>.</li> <li>8. Go to the discussion board and answer the question posted entitled Fractions as Part of a Whole, and Fractions, Part of a Set.</li> <li>9. Record weekly reflection video. Please be sure to address what you have learned about fractions, how fractions can be used in the real world, and what is one question you still have? Once you have recorded your video, you should upload it to the class wiki by clicking <a href="#">here</a>.</li> <li>10. If you finish all of the above, you may explore more one of the links below: <a href="http://www.kidsnumbers.com/turkey-terminator-math-game.php">http://www.kidsnumbers.com/turkey-terminator-math-game.php</a></li> </ol>	<p>Students will complete quizzes, formative and summative assessments to make sure that each student has an opportunity to show what they have learned throughout the module.</p>

12. Gather appropriate background and content knowledge assessment data throughout the course for each student, so that instruction can be customized to students' group and individual learning needs throughout the course. (3.3.1)

Can you explain what a fraction is?

Yes, I can!


Maybe...

I'm not sure what a fraction is.

send >

...

Match each picture of a fraction with its name.



**Half Eighth Third Quarter Sixth**

The nearpod lessons that students will complete will collect and gather data about their knowledge. The information is placed into a downloadable spreadsheet to track and monitor students progress. Students will also use discussion posts and blogs as formative assessment pieces (not pictured)

13. Provide both formative and summative assessment practices, including opportunities for students to self-assess, receive peer feedback, and receive ongoing response on performance from the instructor (3.2.2)



Tiffany Gibson - Instructor - no replies

**Fractions as Part of a Whole**

Give a real world example of fractions as part of a whole. Think about the examples we have talked about in class this week.


Fractions > [Module 1](#)

8. Go to the discussion board and answer the question posted entitled Fractions as Part of a Whole, and Fractions, Part of a Set, be sure to make your initial post and reply to at least two peers.

Students will be required to participate in weekly discussions. They will be responsible for replying to at least two peers weekly. This will be a blended class, so students will receive feedback in person as well as in the LMS. I will also use rubrics that they will have the opportunity to review before and after the activity is completed. Students will also rate themselves on the same rubric I will use in order for them to take an honest look at how they are performing.

G. Evaluation of Course Materials and Instructional Practices including:

(30 points)

<p>1. An evaluation of student readiness to engage in online learning, in general, and the specific modes of delivery used in the course (3.2.1)</p>	<p><b>Online Course Readiness Survey</b></p> <p>Last Name: _____ First Name: _____ Email Address: _____</p> <p>1. My technology access is best described as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I have a computer at home with Internet access</li> <li><input type="checkbox"/> I have regular access to a computer with Internet access</li> <li><input type="checkbox"/> I have regular access to a computer but no Internet access</li> <li><input type="checkbox"/> I do not have access to a computer or the Internet</li> </ul> <p>2. The type of Internet access I have is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dial up</li> <li><input type="checkbox"/> High speed cable</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p>This is an online course readiness survey that students will take to give me an idea how comfortable they feel doing work online.</p>
<p>2. <u>Student input on course materials the course so that ongoing improvements to course content and delivery can be made for ALL learners (2.5.4)</u></p>	<p>10. Please evaluate this module by clicking <a href="#">here</a>.</p> <p>10. If you finish all of the above, you may explore more one of the links below:</p> <p><a href="http://www.kidsnumbers.com/turkey-terminator-math-game.php">http://www.kidsnumbers.com/turkey-terminator-math-game.php</a></p> <p><a href="http://nlvm.usu.edu/en/nav/frames_asid_103_g_1_t_1.html?from=topic_t_1.html">http://nlvm.usu.edu/en/nav/frames_asid_103_g_1_t_1.html?from=topic_t_1.html</a></p> 	<p>The first is a shot of the link students will click to access the survey at the end of the module. The second is a shot of what students will complete to give input on the module. The student input provided will be taken into consideration when selecting material for the next module.</p>

3. Opportunities for evaluating teaching effectiveness within the online environment (i.e., classroom assessment techniques, teacher evaluations, teacher peer reviews) so that ongoing improvements can be made for ALL learners (3.3.4)

## Teacher Evaluation

Please click here to print and fill out the teacher survey.

1	Teacher is prepared for class.	1	2	3	4	5
2	Teacher knows his/her subject.	1	2	3	4	5
3	Teacher is organized and neat.	1	2	3	4	5
4	Teacher plans class time and assignments that help students to problem solve and think critically. Teacher provides activities that make subject matter meaningful.	1	2	3	4	5
5	Teacher is flexible in accommodating for individual student needs.	1	2	3	4	5
6	Teacher is clear in giving directions and on explaining what is expected on assignments and tests.	1	2	3	4	5
7	Teacher allows you to be active in the classroom learning environment.	1	2	3	4	5
8	Teacher manages the time well.	1	2	3	4	5

The first is a shot of where the students will go to take the teacher evaluation survey. The second is a shot of what the survey looks like. Students will complete the teacher survey twice during the school year. Once before winter break, then again at the end of the school year.

The Online Course Assessment (OCA) is completed in ITEC 7481 *Designing and Developing Online Learning*. It assesses the candidate's ability to develop a syllabus for an online course in education. It assesses PSC standards (1.1.1), (1.1.3) (1.1.4), (1.1.6), (1.1.7), (2.1.2), (2.1.6), (2.1.9), (2.1.11), (2.2.2), (2.2.3), (2.2.4), (2.5.1), (2.5.2), (2.5.3), (2.5.4) (2.5.6), (2.5.7), (2.6.1), (2.6.2), (2.6.3), (2.6.4), (2.6.5), (2.6.8), (3.1.1), (3.1.2), (3.2.1), (3.2.1), (3.2.3), (3.3.1), (3.1.3)