

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

**NAME:** Rebekah Yoder

**NAME OF LMS:** eCLASS (Gwinnett County Public Schools)

Directions: Add a **Screenshot and description** as needed 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	Screenshot	Description
<p><b>A. A <u>Welcome Statement</u> and <u>Site Navigation Instructions</u> (2.1.2); (1.1.6)</b></p> <p style="text-align: right;">(15 points)</p>		
<p>1. Welcome Statement</p>		<p>This welcome statement is designed to hook students in to this online course. They are also encouraged to look at the syllabus and the content section to begin getting a feel for the course. Finally, students are invited to attend the first synchronous session for the class.</p>

2. Site Navigation Instructions

Site Navigation | ▾

Navigating this course will be very easy. On the course homepage, there are buttons that link to each module. Simply click the button of the module you are working through and you will be taken right to it! Everything you need for each module (content, links, videos, etc.) will be grouped together when you hit the button!

Course Modules | ▾

**Explorers - Part 1**

**Explorers - Part 2**

**Colonies**

**Causes of the War**

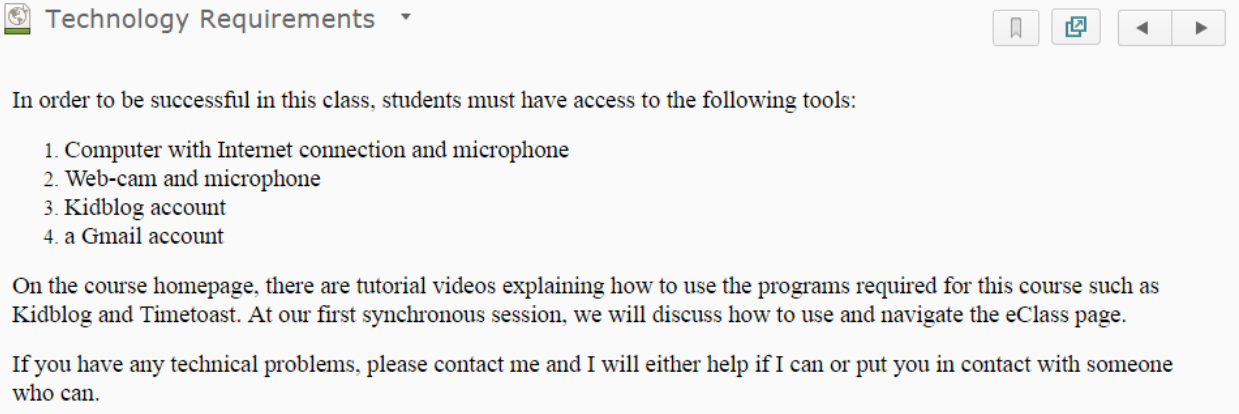
**Key Battles of the War**

**Key Battles of the War**


Since this online course is for elementary students, I will be making the site navigation very simple.


**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><b>Technology Requirements</b></p> <p>In order to be successful in this class, students must have access to the following tools:</p> <ol style="list-style-type: none"> <li>1. Computer with Internet connection and microphone</li> <li>2. Web-cam and microphone</li> <li>3. Kidblog account</li> <li>4. a Gmail account</li> </ol> <p>On the course homepage, there are tutorial videos explaining how to use the programs required for this course such as Kidblog and Timetoast. At our first synchronous session, we will discuss how to use and navigate the eClass page.</p> <p>If you have any technical problems, please contact me and I will either help if I can or put you in contact with someone who can.</p>	<p>For this online course, students will need a computer with a reliable internet connection. They will also be using the gmail accounts that they have through Alcova. Students will be using a blogging website and several Web 2.0 tools throughout this course, and I will have videos on the course homepage to explain how to use each of these sites.</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</p>	<p><b>If you do not have access to a computer and/or internet, you are welcome to speak with Ms. Yoder about coming up to Alcova and using a computer in one of our labs. You could also go to a Gwinnett County Public Library and complete your course work there.</b></p> <p><b>If you do not own a web cam, you can check one out from the Alcova media center or purchase one from Walmart for about \$20.</b></p>	<p>Since Alcova is a Title I school, I needed to include some free options for students who did not have a</p>

<p>course (1.1.1); (1.1.7); (2.1.6)</p>		<p>computer, internet, or a webcam.</p>
<p>3. Overview of technical skills needed to successfully complete the course (1.1.1); (1.1.7); (2.1.6)</p>	<p><b>In order to be successful in this course, you will need the following technology skills:</b></p> <p><b>Prerequisite skills:</b></p> <ul style="list-style-type: none"> <li>-Synchronous communication software skills</li> <li>-Knowledge of how to use a computer</li> <li>-Basic knowledge of digital citizenship</li> <li>-Knowledge of how to use the internet to perform research and/or searches</li> </ul> <p><b>Other skills to be developed throughout the course:</b></p> <ul style="list-style-type: none"> <li>-Knowledge of how to use your Alcovia gmail account</li> <li>-Understanding of various Web 2.0 tools such as Kidblog, Timetoast, and Animoto</li> </ul>	<p>Students must be able to navigate the internet and eCLASS, and they must also be able to use a webcam. There will be video tutorials for all things must be able to throughout the course.</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>Table of Contents &gt; Course Orientation and Resources &gt; Online Tutorials</p> <p> <b>Online Tutorials</b> ▾</p> <p><a href="#">Navigating eCLASS</a></p> <p><a href="#">Using your Webcam</a></p> <p><a href="#">Creating a Kidblog account</a></p> <p><a href="#">Accessing Blackboard Collaborate</a></p> <p><a href="#">Using Timetoast</a></p> <p><a href="#">Using Movenote</a></p> <p><a href="#">Using Animoto</a></p>	<p>Each link will take students to a screencast that explains each skill. Some of these skills (creating Kidblog account and using Timetoast) are not prerequisite skills but are still necessary to successfully complete the course.</p>
<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)</p>	<p><b>Course Page Support</b>   ▾</p> <p><b>Need Help?</b></p> <p>If you have any questions about your assignments, please talk to your teacher.</p> <p>If you have difficulties using any of the course tools, you have options for technical support:</p> <p>For immediate help call the helpdesk at 1-866-826-6045,</p> <p>OR <a href="#">click here</a> for live chat.</p> <p>Support is available in Spanish.</p> <p><b>System Maintenance</b></p> <p>Please note that on the 2nd Sunday of each month there will be System Maintenance which means the system will not be available from 1 AM - 7 AM ET.</p>	<p>This resource comes with every eCLASS page and gives students the option to call the helpdesk or live chat with a support person to assist them in any problems they are having with the LSM or course content.</p>

<p>6. <u>ADA-compliance statement by the LMS publisher (2.1.6)</u></p>	<p>ADA Compliance   ▾</p> <p>At D2L, we believe learning technologies should never limit learning opportunities. Our accessibility program is tightly integrated with our research and development lifecycle to ensure the Brightspace platform exceeds accessibility standards and is easy for people to navigate and understand using assistive learning technologies and devices that support their needs. D2L is committed to treating all people in a way that allows them to maintain their dignity and independence. We believe in integration and equal opportunity. We are committed to meeting the needs of people with disabilities in a timely manner, and will do so by preventing and removing barriers to accessibility and meeting accessibility requirements.</p>	<p>eCLASS is the same thing as D2L. As a result, the compliance statement was found on D2L's official website.</p>
<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>Table of Contents &gt; Course Orientation and Resources &gt; Principles of Universal Design</p> <p> Principles of Universal Design ▾</p> <p><b>Universal Design Principles considered in this course:</b></p> <p>Multiple ways of representation: Textbook, videos (in both English and Spanish), video transcripts, synchronous sessions  Multiple forms of expression: Blogs, discussion forums, quizzes, Web 2.0 tools to share learning in the final project – Movenote, Animoto, Time Toast, etc.  Multiple forms of engagement: Email, phone, synchronous sessions, blogs, discussion forums</p> <p><b>Support services for students with ADA disabilities:</b></p> <p>Students with an IEP will receive an outline of the notes discussed in each module.</p> <p>Extra teacher communication and tutors will be utilized as needed.</p> <p>For the final timeline project, students will be placed in collaborative groups based on their strengths and weaknesses.</p> <p>All assessments and course directions will have a read-aloud option.</p>	<p>This information is taken from the course syllabus that I created – I placed it in the course orientation module of the course.</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>**If you believe that you have an ADA disability, please contact Cyndi Smith - Alcova's 4th and 5th grade Assistant Principal. Her phone number is 678-376-8500. She will put you in contact with Jessica Bradley, one of our resource teachers, for testing and possible diagnostic services.**</p>	<p>Since this is a 4<sup>th</sup> grade class, any students who think they have an ADA disability would contact Ms. Smith first,</p>

		<p>since she is the AP for 4<sup>th</sup> and 5<sup>th</sup> grade at Alcova.</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>Table of Contents &gt; Course Orientation and Resources &gt; Responsible Use of Technology</p> <p> Responsible Use of Technology ▾ <span style="float: right;">   </span></p> <p>Remember these things when communicating online:</p> <ol style="list-style-type: none"> <li>1. Always be kind and respectful toward others.</li> <li>2. Turn in quality work – proofread everything before submitting it.</li> <li>3. Respond to Ms. Yoder or your peers within 24 hours.</li> <li>4. Practice netiquette at all times – click the following link to learn more about netiquette: <a href="http://www.bpl.org/kids/learn/netiquette-for-kids/">http://www.bpl.org/kids/learn/netiquette-for-kids/</a>. (Remember, the word <i>netiquette</i> refers to the correct or acceptable way of communicating on the Internet).</li> </ol> <p>Students attending a Gwinnett County Public School are required to abide by the Responsible Use of Electronic Media for Students found in the Student/Parent Handbook.</p>	<p>The Gwinnett County Public Schools parent/student handbook explicitly states that students are required to use electronic media responsibly. Students are told to treat all online learning and communication opportunities with respect.</p>



### Responsible Use of Electronic Media for Students

Gwinnett County Public Schools (GCPS) recognizes that the use of technology is prevalent in society. Students and staff have access to the Internet, cell phones, games, and a variety of personal technology devices. Students and staff utilize social media websites and applications as well as a variety of other digital resources that allow them to interact, share, create and innovate. Staff members utilize these same resources as a means to effectively engage students, motivate student learning, and collaborate with colleagues.

When using GCPS technology or network access, students are expected to follow the Student Conduct Behavior Code, including respecting others' privacy. Online student accounts to be used for legitimate educational purposes will be subject to monitoring and review, including review of text and attachments that are related to that student or students. At NO TIME should a student consider GCPS e-mail, networked applications, or account or technology access private or confidential in any way.

While the school district does maintain Internet filters, there may be times when a student may accidentally or purposefully discover inappropriate materials online. Gwinnett County Public Schools DOES NOT CONDONE the use of such materials. Inappropriate use of GCPS technology or network access is a violation of the Student Conduct Behavior Code.

Access is a privilege, not a right, and all students are expected to treat this learning tool with respect. GCPS technology, network access, and electronic resources must not be used to:

- Harm other people.
- Interfere with other people's work.
- Steal property.
- Gain unauthorized access to other people's files or programs.
- Gain unauthorized access to online resources, including using someone else's password.
- Make changes to the hardware or software configuration of any machine, including installing or deleting any software.
- Improperly use the network, including introducing software viruses and/or bypassing local school or office security policies.
- Steal or damage data and/or computers and network equipment.
- Access, upload, download, and/or distribute pornographic, hate-oriented, profane, obscene, or sexually explicit material.

Failure to follow these guidelines can violate the Official Code of Georgia, O.C.G.A., Codes 16-9-90, 16-9-91, 16-9-93, and 16-9-93.1 as well as Title XVII of United States Public Law 106-554, known as the Children's Internet Protection Act. Such use can also lead to disciplinary actions, up to and including loss of access to GCPS technology resources and further disciplinary actions as defined by existing GCPS policies. Such disciplinary actions may include confiscation of technology being used inappropriately if an incident occurs.

You can read this entire document by clicking going to the following link: <http://publish.gwinnett.k12.ga.us/gcps/wcm/connect/ded7c722-a732-4cc4-8f46-93981c7d9d40/2014-15-Responsible-Use-of-Electronic-Media-for-Students-information-only.pdf?MOD=AJPERES>.

According to the policy, failure to follow these rules can lead to disciplinary actions, up to and including loss of access to GCPS technology resources and further disciplinary actions as defined by existing GCPS policies. Such disciplinary actions may include confiscation of technology being used inappropriately if an incident occurs.

### C. Community Building Activities, including:

(15 points)



1. Instructor introductions (2.2.2); (2.6.3)

### About Ms. Yoder | ▾



My name is Ms. Yoder, and I have been teaching at Alcova Elementary School for five years. I taught 4th grade for three years and then transitioned to the role of technology coordinator. I love teaching, and I especially love integrating technology with social studies, so this class is going to be a blast!!

In my free time, I enjoy shopping, going out to eat with friends, and cooking.

I am here to help you!!! If you need me, please send me an email: [rebekah\\_yoder@gwinnett.k12.ga.us](mailto:rebekah_yoder@gwinnett.k12.ga.us) and I will respond within 24 hours. If you need a quick answer, you may text my cell phone: 770-861-8541.

Looking forward to getting to know all of you!!

This will appear on the course homepage. It will serve as the instructor introduction and will also list how the students can get in touch with me if needed.

2. 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)

Let's Get to Know One Another! ▾

▾ Hide Topics for Let's Get to Know One Another!

Topic	Threads	Posts	Last Post
<b>Introductions</b> ▾ Tell us a little bit about yourself. What are your favorite subjects? What are some of your favorite things to do? Tell us some cool facts about yourself. Then reply to two of your classmates' posts.	0	0	

One of the students' first assignments will be to complete this discussion post introducing themselves to the rest of the class. Then students must respond to two of their classmates in order to begin the process of forming an accepting learning community that values diversity.

3. 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)

**How do you like to learn?** ▾

To help us get to know one another a little better, please answer these three questions:

1. What is some background knowledge you already have about the explorers or the Revolutionary War?
2. Tell us about one of your favorite experiences in a social studies class.
3. What is your favorite way to learn? Do you prefer doing research? Watching a video? Listening to a lesson? Something else?

This discussion post will give me as the instructor an idea of the background knowledge students are bringing into the class and the different learning styles that are represented in

the class.

**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>	<table border="1"><tr><td data-bbox="520 341 766 714"><b>Policies</b></td><td data-bbox="766 341 1747 714"><p>Attendance – students must attend 100% of synchronous sessions. In the case of a necessary absence, students must make up the session with the instructor within 2 days.</p><p>Expected Interaction – students will interact with one another via discussion posts, blog posts, and synchronous sessions. Groups are expected to interact as much as needed for the purposes of completing the culminating project for this course. Students will interact with the instructor during weekly synchronous sessions. In addition, students are allowed to text, email, or call the instructor at any time as questions arise (see teacher communication section of syllabus).</p></td></tr></table>	<b>Policies</b>	<p>Attendance – students must attend 100% of synchronous sessions. In the case of a necessary absence, students must make up the session with the instructor within 2 days.</p> <p>Expected Interaction – students will interact with one another via discussion posts, blog posts, and synchronous sessions. Groups are expected to interact as much as needed for the purposes of completing the culminating project for this course. Students will interact with the instructor during weekly synchronous sessions. In addition, students are allowed to text, email, or call the instructor at any time as questions arise (see teacher communication section of syllabus).</p>	<p>I included the attendance policy for synchronous sessions, and I also included the expected interaction policies for both teachers and students.</p> <p>I also included the student communication expectations part of the syllabus since it also discusses how students should interact with one another.</p>
<b>Policies</b>	<p>Attendance – students must attend 100% of synchronous sessions. In the case of a necessary absence, students must make up the session with the instructor within 2 days.</p> <p>Expected Interaction – students will interact with one another via discussion posts, blog posts, and synchronous sessions. Groups are expected to interact as much as needed for the purposes of completing the culminating project for this course. Students will interact with the instructor during weekly synchronous sessions. In addition, students are allowed to text, email, or call the instructor at any time as questions arise (see teacher communication section of syllabus).</p>			
<p>2. Teacher contact information and guidance (2.2.3); (2.2.4)</p>	<table border="1"><tr><td data-bbox="520 1125 766 1339"><b>Teacher Communication</b></td><td data-bbox="766 1125 1747 1339"><p>The best way to get in touch with me is via my email: <a href="mailto:rebekah_yoder@gwinnett.k12.ga.us">rebekah_yoder@gwinnett.k12.ga.us</a>. I will respond within 24 hours on Mondays – Fridays, not counting holidays. If you need a quick answer, please call or text me at 770-861-XXXX. If I do not answer, please leave a message telling me your name and a description of your questions, and I will call or text back as soon as possible (usually within an hour).</p></td></tr></table>	<b>Teacher Communication</b>	<p>The best way to get in touch with me is via my email: <a href="mailto:rebekah_yoder@gwinnett.k12.ga.us">rebekah_yoder@gwinnett.k12.ga.us</a>. I will respond within 24 hours on Mondays – Fridays, not counting holidays. If you need a quick answer, please call or text me at 770-861-XXXX. If I do not answer, please leave a message telling me your name and a description of your questions, and I will call or text back as soon as possible (usually within an hour).</p>	<p>I included my email and phone number in the syllabus for when students need to get in contact with me.</p>
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<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="493 142 766 402"> <p><b>Teacher Communication</b></p> </td> <td data-bbox="766 142 1753 402"> <p>The best way to get in touch with me is via my email: <a href="mailto:rebekah_yoder@gwinnett.k12.ga.us">rebekah_yoder@gwinnett.k12.ga.us</a>. I will respond within 24 hours on Mondays – Fridays, not counting holidays. If you need a quick answer, please call or text me at 770-861-XXXX. If I do not answer, please leave a message telling me your name and a description of your questions, and I will call or text back as soon as possible (usually within an hour).</p> </td> </tr> <tr> <td data-bbox="493 402 766 776"> <p><b>Grading Policy</b></p> </td> <td data-bbox="766 402 1753 776"> <p>All assignments have equal weighting and are worth 100 points. Assignments include blog posts, projects, peer feedback, and reflection questions. Grades are posted every Sunday night.</p> <p>The cumulative grading scale for Alcova Online School:            90%-100% - A            80%-89% - B            74%-79% - C            70%-73% - D            69% and lower will require a face to face conference with the teacher.</p> </td> </tr> </table>	<p><b>Teacher Communication</b></p>	<p>The best way to get in touch with me is via my email: <a href="mailto:rebekah_yoder@gwinnett.k12.ga.us">rebekah_yoder@gwinnett.k12.ga.us</a>. I will respond within 24 hours on Mondays – Fridays, not counting holidays. If you need a quick answer, please call or text me at 770-861-XXXX. If I do not answer, please leave a message telling me your name and a description of your questions, and I will call or text back as soon as possible (usually within an hour).</p>	<p><b>Grading Policy</b></p>	<p>All assignments have equal weighting and are worth 100 points. Assignments include blog posts, projects, peer feedback, and reflection questions. Grades are posted every Sunday night.</p> <p>The cumulative grading scale for Alcova Online School:            90%-100% - A            80%-89% - B            74%-79% - C            70%-73% - D            69% and lower will require a face to face conference with the teacher.</p>	<p>If a student emails me, I will respond to them within 24 hours. If they text me with a quick question, I will respond back within the hour. Assignments will be graded and posted every Sunday night.</p>
<p><b>Teacher Communication</b></p>	<p>The best way to get in touch with me is via my email: <a href="mailto:rebekah_yoder@gwinnett.k12.ga.us">rebekah_yoder@gwinnett.k12.ga.us</a>. I will respond within 24 hours on Mondays – Fridays, not counting holidays. If you need a quick answer, please call or text me at 770-861-XXXX. If I do not answer, please leave a message telling me your name and a description of your questions, and I will call or text back as soon as possible (usually within an hour).</p>					
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<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="493 776 766 1490"> <p><b>Technology Requirements</b></p> </td> <td data-bbox="766 776 1753 1490"> <p>In order to be successful in this class, students must have access to the following tools:</p> <ol style="list-style-type: none"> <li>1. Computer with Internet connection</li> <li>2. Web-cam</li> <li>3. <a href="#">Kidblog</a> account</li> <li>4. a Gmail account</li> </ol> <p>On the course homepage, there are tutorial videos explaining how to use the programs required for this course such as <a href="#">Kidblog</a>, <a href="#">Glogster</a>, <a href="#">Prezi</a>, <a href="#">eMaze</a>, and Google Slides. At our first synchronous session, we will discuss how to use and navigate the eClass page.</p> <p>If you have any technical problems, please contact me and I will either help if I can or put you in contact with someone who can.</p> </td> </tr> </table>	<p><b>Technology Requirements</b></p>	<p>In order to be successful in this class, students must have access to the following tools:</p> <ol style="list-style-type: none"> <li>1. Computer with Internet connection</li> <li>2. Web-cam</li> <li>3. <a href="#">Kidblog</a> account</li> <li>4. a Gmail account</li> </ol> <p>On the course homepage, there are tutorial videos explaining how to use the programs required for this course such as <a href="#">Kidblog</a>, <a href="#">Glogster</a>, <a href="#">Prezi</a>, <a href="#">eMaze</a>, and Google Slides. At our first synchronous session, we will discuss how to use and navigate the eClass page.</p> <p>If you have any technical problems, please contact me and I will either help if I can or put you in contact with someone who can.</p>	<p>In the technology requirements section, I indicated for the students to contact me if they experience any technical problems – then I will either help them solve the problem or I will put them in contact with someone who can. Also, in the teacher communication section, I indicated to students how</p>		
<p><b>Technology Requirements</b></p>	<p>In order to be successful in this class, students must have access to the following tools:</p> <ol style="list-style-type: none"> <li>1. Computer with Internet connection</li> <li>2. Web-cam</li> <li>3. <a href="#">Kidblog</a> account</li> <li>4. a Gmail account</li> </ol> <p>On the course homepage, there are tutorial videos explaining how to use the programs required for this course such as <a href="#">Kidblog</a>, <a href="#">Glogster</a>, <a href="#">Prezi</a>, <a href="#">eMaze</a>, and Google Slides. At our first synchronous session, we will discuss how to use and navigate the eClass page.</p> <p>If you have any technical problems, please contact me and I will either help if I can or put you in contact with someone who can.</p>					

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<p>5. Grading criteria (2.2.3); (2.2.4)</p>	<p><b>Grading Policy</b></p>	<p>All assignments have equal weighting and are worth 100 points. Assignments include blog posts, projects, peer feedback, and reflection questions. Grades are posted every Sunday night.</p> <p>The cumulative grading scale for Alcova Online School:  90%-100% - A  80%-89% - B  74%-79% - C  70%-73% - D  69% and lower will require a face to face conference with the teacher.</p>	<p>This is the grading policy/criteria for this online course. All assignments have equal weighting.</p>

	<p><b>Assessments</b></p>	<p>At the end of every course module, there will be a quiz that covers the course content taught in the module. Students will also blog about their learning once a week and respond to at least three peers' blogs. Students will have assigned pages of the textbook to read and a discussion question pertaining to the reading each week. Students must also respond to a peers' discussion question. At the end of every two weeks, the students will create a project that covers the topic learned. Finally, at the end of the class, students will take the social studies part of the Georgia Milestones Assessment.</p> <p>Grading criteria can be found on the course page. Criteria includes:          Quizzes: Automatically graded          Blog posts: blog rubric          Discussion Forums: reflection rubric          Content projects every two weeks: checklist and rubric          Peer feedback: checklist</p>	
<p>6. Policy for submitting and grading late assignments (2.2.3); (2.2.4)</p>	<p><b>Late Work Policy</b></p>	<p>Late work will only be accepted when discussed ahead of time with Ms. Yoder. If you need to turn in an assignment late, please contact Ms. Yoder by either phone or email to explain the situation. If communication with Ms. Yoder does not happen before the assignment's due date, it will not be accepted late.</p>	<p>This is the description for late work.</p>
<p>7. Academic honesty and copyright/privacy policies (2.2.3); (2.2.4)</p>	<p><b>Academic Honesty</b></p>	<p>All work done in this course must be done independently. If students need extra assistance in addition to their learning coach, please contact Ms. Yoder with a description of the type of help that is needed.</p> <p>Academic dishonesty is a very serious offense that must be reported by the learning coach to Ms. Yoder immediately.</p> <p>Consequences for cheating/plagiarism are as follows:          1<sup>st</sup> offense: Immediate notification to parent and learning coach.          2<sup>nd</sup> offense: A grade of "0" on the assignment.          3<sup>rd</sup> offense: Removal from the course.</p>	<p>This is the academic honesty policy, copyright statement, and the student right to privacy.</p>




	<p><b>Copyright Statement</b></p>	<p>While this course is managed by Ms. Yoder, Gwinnett County Public School owns the content of the course and Harcourt owns the textbook. Course material is not to be copied without permission.</p> <p>If you have questions about any copyright info, please contact Ms. Yoder.</p>	
	<p><b>Student Right to Privacy</b></p>	<p>At Gwinnett County Public Schools, we follow the Family Educational Rights and Privacy Act (FERPA) as outlined on pages 9-10 of the Student/Parent Handbook. You can read this information by clicking on the following link: <a href="http://publish.gwinnett.k12.ga.us/gcps/wcm/connect/64255d4d-7fcf-47d0-b33c-f3abd9934c1f/2014-15-ES-Student-Parent-Handbook-ENG.pdf?MOD=AJPERES">http://publish.gwinnett.k12.ga.us/gcps/wcm/connect/64255d4d-7fcf-47d0-b33c-f3abd9934c1f/2014-15-ES-Student-Parent-Handbook-ENG.pdf?MOD=AJPERES</a>.</p> <p>The important points stated in the handbook are as follows:</p> <ol style="list-style-type: none"> <li>1. The parents/students will be notified of what information the school will share in the directory, and no information will be released without consent.</li> <li>2. Parents/students have the right to consent to the disclosure of personally identifiable information contained in student records.</li> </ol> <p>If you have any questions about privacy rights, please contact Ms. Yoder or any of the administration at Alcova Online School.</p>	
<p>8. Appropriate behavior expectations (2.2.3); (2.2.4)</p>	<p><b>Student Communication Expectations</b></p>	<ol style="list-style-type: none"> <li>1. Always be kind and respectful toward others.</li> <li>2. Turn in quality work – proofread everything before submitting it.</li> <li>3. Respond to Ms. Yoder or your peers within 24 hours.</li> <li>4. Practice netiquette at all times – click the following link to learn more about netiquette: <a href="http://www.bpl.org/kids/learn/netiquette-for-kids/">http://www.bpl.org/kids/learn/netiquette-for-kids/</a>.</li> </ol>	<p>This outlines how students are expected to behave in an online environment.</p>

<p>9. Consequences for violating academic honesty, copyright/privacy policies, and behavior expectations</p>	<p><b>Academic Honesty</b></p>	<p>All work done in this course must be done independently. If students need extra assistance in addition to their learning coach, please contact Ms. Yoder with a description of the type of help that is needed.</p> <p>Academic dishonesty is a very serious offense that must be reported by the learning coach to Ms. Yoder immediately.</p> <p>Consequences for cheating/plagiarism are as follows:  1<sup>st</sup> offense: Immediate notification to parent and learning coach.  2<sup>nd</sup> offense: A grade of "0" on the assignment.  3<sup>rd</sup> offense: Removal from the course.</p>	<p>These are the consequences for violations of academic honesty and copyright.</p> <p>The syllabus also lists the behavior expectations.</p>
	<p><b>Acceptable Use Policy</b></p>	<p>Students attending a Gwinnett County Public School are required to abide by the Responsible Use of Electronic Media for Students found in the Student/Parent Handbook. You can read this entire document by clicking going to the following link:  <a href="http://publish.gwinnett.k12.ga.us/gcps/wcm/connect/ded7c722-a732-4cc4-8f46-93981c7d9d40/2014-15-Responsible-Use-of-Electronic-Media-for-Students-information.only.pdf?MOD=AJPERES">http://publish.gwinnett.k12.ga.us/gcps/wcm/connect/ded7c722-a732-4cc4-8f46-93981c7d9d40/2014-15-Responsible-Use-of-Electronic-Media-for-Students-information.only.pdf?MOD=AJPERES</a>.</p> <p>According to the policy, failure to follow these rules can lead to disciplinary actions, up to and including loss of access to GCPS technology resources and further disciplinary actions as defined by existing GCPS policies. Such disciplinary actions may include confiscation of technology being used inappropriately if an incident occurs.</p>	
	<p><b>Student Communication Expectations</b></p>	<ol style="list-style-type: none"> <li>1. Always be kind and respectful toward others.</li> <li>2. Turn in quality work – proofread everything before submitting it.</li> <li>3. Respond to Ms. Yoder or your peers within 24 hours.</li> <li>4. Practice netiquette at all times – click the following link to learn more about netiquette: <a href="http://www.bpl.org/kids/learn/netiquette-for-kids/">http://www.bpl.org/kids/learn/netiquette-for-kids/</a>.</li> </ol>	

<p>10. Clear, measurable course goals and learning modules objectives (2.2.3); (2.2.4)</p>	<p><b>Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. The students will be able to explain the Native American cultures of the Inuit, Kwakiutl, Nez Perce, Hopi, Pawnee, and Seminole tribes. Students will also be able to explain how the Native Americans interact with their environments with 90% accuracy on the social studies section of the Georgia Milestones Assessment.</li> <li>2. The students will be able to identify the European explorers and the reasons that each explorer explored the new world with 90% accuracy on the social studies section of the Georgia Milestones Assessment.</li> <li>3. The students will be able to describe the features of the New England, Middle, and Southern colonies with 90% accuracy on the social studies section of the Georgia Milestones Assessment.</li> <li>4. The students will be able to explain the causes of the American Revolutionary War with 90% accuracy on the social studies section of the Georgia Milestones Assessment.</li> <li>5. The students will be able to explain the major battles of the Revolutionary War with 90% accuracy on the social studies section of the Georgia Milestones Assessment.</li> <li>6. The students will be able to explain the process of how the US government was formed after the war with 90% accuracy on the social studies section of the Georgia Milestones Assessment.</li> <li>7. The students will be able to describe key events that took place during the time of Westward Expansion with 90% accuracy on the social studies section of the Georgia Milestones Assessment.</li> </ol>	<p>This list describes everything students will be able to do by the end of the course.</p>
<p>11. Course schedule (2.2.3); (2.2.4)</p>	<p><b>Course Schedule</b></p>	<p>All modules are opened at the beginning of the course to allow anyone to work ahead.</p> <p>Modules last for two weeks. They begin on Sunday and close two Sundays later. The quiz, discussion post, and blog post are due after a week (on the first Sunday). The discussion post response, the blog post response, and the work on the culminating project are due on the second Sunday when the module closes.</p>	<p>Included a screenshot of the syllabus talking about when modules open and when assignments are due.</p> <p>Included a screenshot of part of the calendar for the course – this calendar covers modules 1 – 3. This calendar is</p>

	<p>Upcoming events</p> <ul style="list-style-type: none"> <li><b>JAN 8</b> All Day Course Intro</li> <li><b>JAN 15</b> All Day Module 1 - Explorers (Part 1)</li> <li><b>JAN 22</b> All Day Module 1 discussion post, blog post, and quiz are due</li> <li><b>JAN 29</b> All Day Module 1 - Discussion post reply, blog post reply, and the work on the culminating project due</li> <li><b>JAN 29</b> All Day Module 2 - Explorers (Part 2)</li> <li><b>FEB 5</b> All Day Module 2 discussion post, blog post, and quiz are due</li> <li><b>FEB 12</b> All Day Module 2 - Discussion post reply, blog post reply, and the work on the culminating project due</li> <li><b>FEB 12</b> All Day Module 3 - the Colonies</li> <li><b>FEB 19</b> All Day Module 3 discussion post, blog post, and quiz are due</li> <li><b>FEB 26</b> All Day Module 3 - Discussion post reply, blog post reply, and the work on the culminating project due</li> </ul>	<p>found on the course homepage.</p>		
<p>12. Required assignments <i>(2.2.3); (2.2.4)</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"><b>Grading Policy</b></td> <td style="padding: 5px;"> <p><b>All assignments have equal weighting and are worth 100 points. Assignments include blog posts, projects, peer feedback, and reflection questions. Grades are posted every Sunday night.</b></p> <p><b>The cumulative grading scale for Alcovia Online School:</b>            90%-100% - A            80%-89% - B            74%-79% - C            70%-73% - D            69% and lower will require a face to face conference with the teacher.</p> </td> </tr> </table>	<b>Grading Policy</b>	<p><b>All assignments have equal weighting and are worth 100 points. Assignments include blog posts, projects, peer feedback, and reflection questions. Grades are posted every Sunday night.</b></p> <p><b>The cumulative grading scale for Alcovia Online School:</b>            90%-100% - A            80%-89% - B            74%-79% - C            70%-73% - D            69% and lower will require a face to face conference with the teacher.</p>	<p>All assignments are worth 100 points and are weighted equally.</p>
<b>Grading Policy</b>	<p><b>All assignments have equal weighting and are worth 100 points. Assignments include blog posts, projects, peer feedback, and reflection questions. Grades are posted every Sunday night.</b></p> <p><b>The cumulative grading scale for Alcovia Online School:</b>            90%-100% - A            80%-89% - B            74%-79% - C            70%-73% - D            69% and lower will require a face to face conference with the teacher.</p>			

<p>13. Procedures for submitting assignments (2.2.3); (2.2.4)</p>	<p><a href="#">Table of Contents</a> &gt; <a href="#">Course Orientation and Resources</a> &gt; <a href="#">Submitting Assignments</a></p> <p> <b>Submitting Assignments</b> ▾</p> <ul style="list-style-type: none"><li><a href="#">How to post in a discussion forum</a></li><li><a href="#">How to post a blog entry in Kidblog</a></li><li><a href="#">How to reply to a discussion post</a></li><li><a href="#">How to reply to a blog entry in Kidblog</a></li><li><a href="#">How to submit the Timetoast link</a></li></ul>	<p>In the course resources, there are video directions for how to submit each assignment.</p>
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14. Alignment grid showing how assignments, assessments, and standards-based learning goals are related to one another (2.5.1); (2.5.5)	<b>Standards/Objectives</b>	<b>Assignments</b>	<b>Assessments</b>	This is the alignment grid showing how assignments, assessments, and standards-based learning goals are related.
	The student will be able to identify the accomplishments of Christopher Columbus, Vasco Nunez de Balboa, and John Cabot.	Module 1 research (videos and websites to learn about the explorers) Completion of the note sheet via Google Docs Blog post to reflect on learning	Module quiz Blog post rubric	
	Students will describe in a discussion forum the obstacles the explorers faced as they traveled.	Discussion	Discussion forum rubric	
	Students will begin planning their final timeline project by first assigning roles and then planning/starting the explorer part of their project (describe goals, accomplishments, and obstacles of each explorer)	Timeline project	Final product checklist	
	The student will be able to identify the accomplishments of Juan Ponce de Leon, Henry Hudson, and Jacques Cartier.	Module 2 research (videos and websites to learn about the explorers) Completion of the note sheet via Google Docs Blog post to reflect on learning	Module quiz Blog post rubric	
	Students will describe in a discussion forum the obstacles the explorers faced as they traveled.	Discussion	Discussion forum rubric	



	<p>In groups, students will finish the explorer part of their project – they will describe the goals, accomplishments, and obstacles of each explorer.</p>	<p>Timeline project</p>	<p>Final product checklist</p>		
	<p>The student will be able to describe the New England, Middle, and Southern colonies, specifically their geography, climate, economy, government, and products,</p>	<p>Module 3 research (videos and websites to learn about the colonies)  Completion of the note sheet via Google Docs  Blog post to reflect on learning</p>	<p>Module quiz  Blog post rubric</p>		
	<p>Students will explain how the geography of each colonial area affected its economy and</p>	<p>Discussion</p>	<p>Discussion forum rubric</p>		

	products and/or crops.			
	In their groups, students will complete the colonies part of their final timeline project	Timeline project	Final product checklist	
	The student will be able to describe the causes of the American Revolution, including the French and Indian War, Stamp Act, Boston Massacre, Boston Tea Party, and the Intolerable Acts	Module 4 research (videos and websites to learn about the causes of the war) Completion of the note sheet via Google Docs Blog post to reflect on learning	Module quiz Blog post rubric	
	Students will choose one event that contributed to the American Revolution and thoroughly explain it.	Discussion	Discussion forum rubric	
	Students will complete the causes of the war part of their final timeline project.	Timeline project	Final product checklist	
	The student will be able to describe important battles that took place during the American Revolution – Lexington & Concord, Saratoga, and Yorktown.	Module 5 research (videos and websites to learn about the war battles) Completion of the note sheet via Google Docs Blog post to reflect on learning	Module quiz Blog post rubric	
	Students will choose one battle that took place during the war and explain the details of the battle and the results of it.	Discussion post	Discussion forum rubric	

	Students will begin the war part of their final timeline project using the final project rubric and checklist.	Timeline project	Final product checklist	
	The student will be able to describe important people associated with the American Revolution – King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.	Module 6 research (videos and websites to learn about the important people) Completion of the note sheet via Google Docs Blog post to reflect on learning	Module quiz Blog post rubric	
	Students will choose two historical figures and thoroughly explain how they were associated with the American Revolution.	Discussion post	Discussion forum rubric	
	Students will complete the war part of their final timeline project using the final project rubric and checklist	Timeline project	Final product checklist	

**E. Learning Modules** (Information may come from several modules in your LMS) that:

(105 points)

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

Table of Contents > Explorers - Part 1 > Columbus, Balboa, and Cabot

Columbus, Balboa, and Cabot

## Christopher Columbus, Vasco de Balboa, and John Cabot

Welcome to Module 1! You will be learning about three different explorers in this module. Click on the explorer that you would like to learn about first.




(Click [HERE](#) to make a copy of the Google Doc note sheet you will need to fill out for each explorer)

**Module standards:**

**SS4H2 The student will describe European exploration in North America.**


**a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Henry Hudson, and Jacques Cartier.**

**b. Describe examples of cooperation and conflict between Europeans and Native Americans.**

 Option 1	 Option 2	 Option 3
Christopher Columbus	Vasco de Balboa	John Cabot

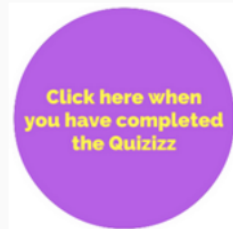
Click **here** after you have learned about all three explorers.

I made each module very easy to navigate, and I also made sure to include the standards at the beginning of each module. I outlined all learning activities associated with this module that will help students achieve learning standards.

 It's time for our Quizizz assessment!! ▾



Remember how we broke up into groups during our synchronous session? This is your first team activity. Click **HERE** to test your knowledge of Columbus, Balboa, and Cabot. I will post the two winning teams at the beginning of our next module. The points each team member earns on this Quizizz will be added together to determine the winning team!



 Explorers - Part 1 ▾



















Hide Description

Based on the information you have learned about Columbus, Balboa, and Cabot, name some obstacles that most explorers probably faced as they explored unknown land.

Try to reply to at least one of your classmates!






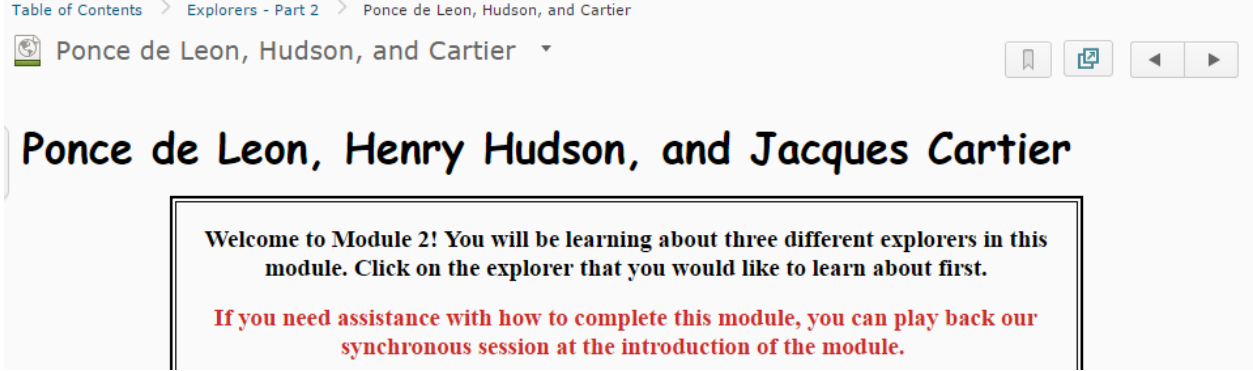
Start a New Thread

	<p>Table of Contents &gt; Explorers - Part 1 &gt; Final Project</p> <p> Final Project ▾ <span style="float: right;">   </span></p> <p>Now that we have learned about our first three explorers, it is time to work with our teams to begin our culminating project for this course - our Timeline project!! If you were unable to be at the synchronous session, please let me know so I can explain this project to you.</p> <p>Try to meet synchronously with your group and get a plan started. Let's get the information about these three explorers on your Timeline!! Don't forget to use pictures! And remember, at least one Web 2.0 tool needs to be linked into your Timeline that explains at least one of these explorers - see the final product rubric and checklist. Please email me with any questions!!</p> <div style="text-align: center;">  </div> <p>Table of Contents &gt; Explorers - Part 1 &gt; You made it!!</p> <p> You made it!! ▾ <span style="float: right;">   </span></p> <p>Congratulations!! You are almost at the end of Module 1. Click <b>HERE</b> and take a few minutes to blog about what you have learned so far. Feel free to also share how your synchronous meeting went with your teammates and how the beginning of your Timeline project is going.</p> <p>Don't forget to reply to a peer!!</p>	
<p>2. Provide authentic, relevant, and real-world learning experiences for students to engage with content (2.5.6); (2.6.4)</p>	<p>Table of Contents &gt; Explorers - Part 1 &gt; You made it!!</p> <p> You made it!! ▾ <span style="float: right;">   </span></p> <p>Congratulations!! You are almost at the end of Module 1. Click <b>HERE</b> and take a few minutes to blog about what you have learned so far. Feel free to also share how your synchronous meeting went with your teammates and how the beginning of your Timeline project is going.</p> <p>Don't forget to reply to a peer!!</p>	<p> Blogging is a very real-world activity. As a result, I am having students blog about their learning – they will do this at the end of each</p>



		<p>module. Then, they are required to respond to at least one of their classmates. This is a performance task that will develop their digital citizenship skills and collaboration skills while also reviewing the content they learned throughout the module.</p> <p>One big way that I will be including digital citizenship in the blogging activity is through the collaboration aspect of responding to each other's' posts. Students will learn how to interact with</p>
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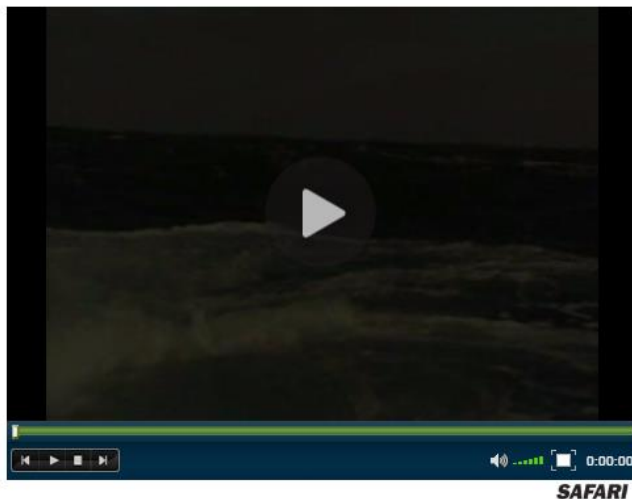
		<p>one another appropriately and respectfully on the internet. Interacting with people online is a very authentic activity, and it is important for students to learn how to do this safely and politely.</p>								
<p>3. Provide opportunities for meaningful instructor-student and peer-peer interaction to support learning (2.6.3)</p>	<p>13 Colonies ▾  <a href="#">Hide Topics for 13 Colonies</a></p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Threads</th> <th>Posts</th> <th>Last Post</th> </tr> </thead> <tbody> <tr> <td> <b>13 Colonies ▾</b>            Explain how the geography of each colonial area affected its economy and products and/or crops.            Try to reply to at least one of your classmates!   </td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table>	Topic	Threads	Posts	Last Post	<b>13 Colonies ▾</b> Explain how the geography of each colonial area affected its economy and products and/or crops. Try to reply to at least one of your classmates! 	0	0		<p>This is the discussion post from Module 3. Each module will have a discussion post for students to answer some type of reflection question. I am even going to try to have some groups of students create the reflection question for some modules. Students will be able to interact with one another by</p>
Topic	Threads	Posts	Last Post							
<b>13 Colonies ▾</b> Explain how the geography of each colonial area affected its economy and products and/or crops. Try to reply to at least one of your classmates! 	0	0								

		<p>replying to their posts and creating conversations, and I will also reply to their posts.</p>
<p>4. Appropriately use both synchronous and asynchronous learning opportunities to support learning (1.1.4)</p>		<p>This is a screenshot from module 2. There will be a synchronous session to introduce each module. At the synchronous session, I will introduce the students to the activities they will need to complete during the module, and I will also give them a brief overview of the content they will be learning. I will record the synchronous session so they can refer back to it as needed.</p> <p>The</p>

 Ponce de Leon ▾



Watch these videos about Ponce de Leon. Click [HERE](#) to fill out your Google Doc note sheet describing his goals, his accomplishments, and the obstacles he faced.



asynchronous activity I have included is for students to learn about Ponce de Leon. Students will be taking notes via a Google Doc as they watch videos about Ponce de Leon, and then they will explore a website about him.



Now that you have watched these videos, click [HERE](#) to read some more information about Ponce de Leon to help you fill in your note sheet.



5. Incorporate visual resources into online modules (1.1.3)

## 13 Colonies Interactive

### 13 Colonies Navigation

- 13 Colonies Home
- 13 Colonies Interactive Map
- Artisans & Trades
- 13 Colonies Regions
- Colonial Profiles
- Colonial Historic Events
- Colonial Williamsburg
- Founders
- Online Activities
- Printable Activities
- Make Your Own Map!
- French and Indian War
- American Revolution

This is a 13 Colonies Interactive Map. Click on a map feature to learn much more!



### Thirteen Colonies



Williamsburg, Virginia

The thirteen colonies were British colonies founded between 1607 and 1732. Virginia was the first colony to be established, and Georgia was the last. In 1763, The British won the French and Indian War and became the dominant power in America. As a result of the war, the British began taxing the colonies, which ultimately led to the American Revolution.

This is from module 3 – the 13 colonies. I found some great interactive, visual resources students will use to begin learning about the 13 original colonies. The first one is a map of the 13 colonies. Students will click on each colony to learn about how it was founded. Next, students will look at a map of each region – the New England, Middle, and Southern colonies. They will click on the region to learn about the climate, religion, and economy of each region. Finally, students will learn about



- [13 Colonies Home](#)
- [13 Colonies Interactive Map](#)
- [Artisans & Trades](#)
- [13 Colonies Regions](#)
- [Colonial Profiles](#)
- [Colonial Historic Events](#)
- [Colonial Williamsburg](#)
- [Founders](#)
- [Online Activities](#)
- [Printable Activities](#)
- [Make Your Own Map!](#)
- [French and Indian War](#)
- [American Revolution](#)

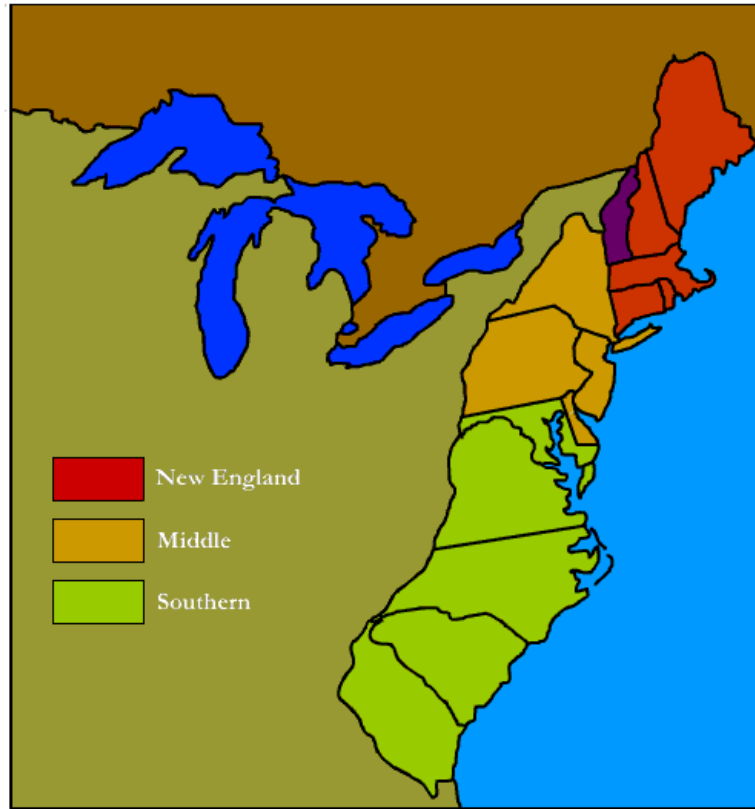
[Home](#) >> [United States History](#) >> [13 Colonies](#) >> [13 Colonies Regions](#)

### Regions

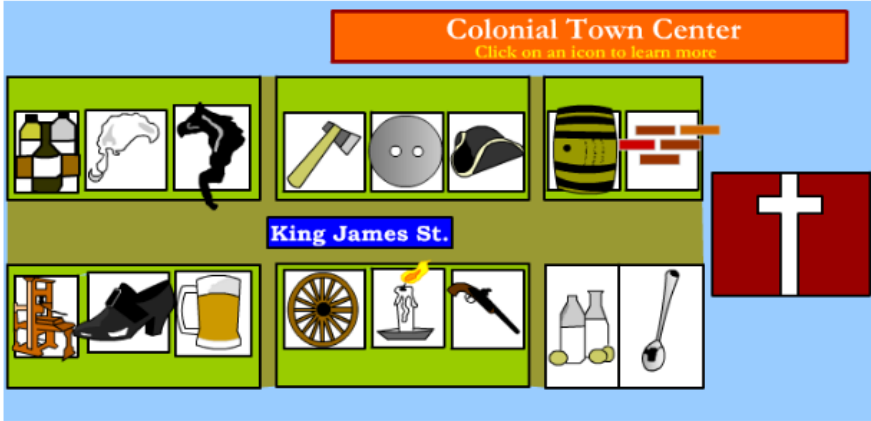



- [New England](#)
- [Middle](#)
- [Southern](#)

### Individual Colonies

- [Massachusetts](#)
- [New Hampshire](#)
- [Rhode Island](#)
- [Connecticut](#)
- [New York](#)
- [New Jersey](#)
- [Pennsylvania](#)
- [Delaware](#)
- [Maryland](#)
- [Virginia](#)
- [North Carolina](#)
- [South Carolina](#)
- [Georgia](#)



various jobs that the colonists had during colonial times. They will click on a job they would like to learn more about, and then they will watch a video about it and read some information about what that job was like and some famous people who worked that job.

	<p><b>13 Colonies Navigation</b></p> <ul style="list-style-type: none"> <li><a href="#">13 Colonies Home</a></li> <li><a href="#">13 Colonies Interactive Map</a></li> <li><a href="#">Artisans &amp; Trades</a></li> <li><a href="#">13 Colonies Regions</a></li> <li><a href="#">Colonial Profiles</a></li> <li><a href="#">Colonial Historic Events</a></li> <li><a href="#">Colonial Williamsburg</a></li> <li><a href="#">Founders</a></li> <li><a href="#">Online Activities</a></li> <li><a href="#">Printable Activities</a></li> <li><a href="#">Make Your Own Map!</a></li> <li><a href="#">French and Indian War</a></li> <li><a href="#">American Revolution</a></li> </ul> <p><b>Trades</b></p> <ul style="list-style-type: none"> <li><a href="#">Apothecary</a></li> <li><a href="#">Wigmaker</a></li> <li><a href="#">Harness &amp; Saddlemaker</a></li> <li><a href="#">Blacksmith</a></li> <li><a href="#">Milliner</a></li> <li><a href="#">Hatter</a></li> <li><a href="#">-</a></li> </ul> <p>Learn all about the different colonial trades and artisans by clicking on a store below are using the links toward the bottom of the page.</p> <p><a href="#">Home</a> &gt;&gt; <a href="#">United States History</a> &gt;&gt; <a href="#">13 Colonies</a> &gt;&gt; <a href="#">13 Colonies Trades</a></p> 	
<p>6. Effectively use and incorporate subject specific developmentally appropriate software in an online learning module (1.1.6)</p>	<p><b>Digital Textbooks</b></p> <p>Not all books are listed here. Contact your teacher for other digital access.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Math Grade 4</b></p> </div> <div style="text-align: center;">  <p><b>Science Grade 4</b></p> </div> <div style="text-align: center;">  <p><b>Social Studies Grade 4</b></p> </div> </div>	<p>All Gwinnett County students are provided the digital social studies textbook when they log into their eCLASS portal. Harcourt School Publishers provides the software needed for students to access and interact with</p>

The United States: Making a New Nation eBook  
Harcourt Social Studies  
Table of Contents

Explore Help My eProducts

Harcourt SCHOOL PUBLISHERS

Back Table of Contents Go To Page  GO Next



## The Land and Early People



## Cultures Meet



## The Thirteen Colonies



## The American Revolution



## A Growing Nation

this book online. The instructions are very easy for students to understand once they click on their book, but if they have any struggles, they can click on the help button to be taken to a help center. They also include some troubleshooting tips.

## Help Information for Getting Around the eBook

### Standard Navigation

- Buttons help you to move around and control the activity. They may look a little different depending on the book you are in.
- When you click a button the action may take a few moments depending on your internet connection (this is normal).



**Next** button. You can click this button if you would like to move to the next page of the book.



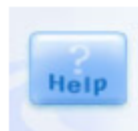
**Back** button. You can click this button if you would like to move to the previous page of the book.



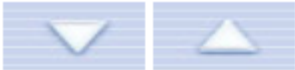


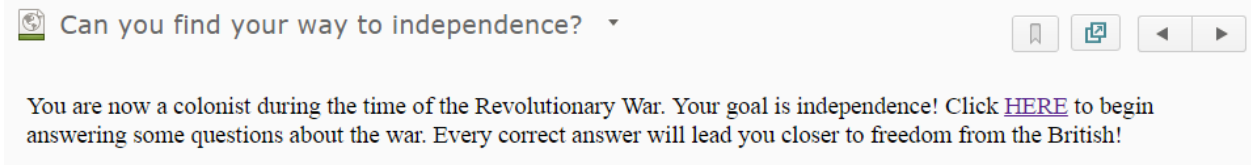
**Table of Contents** button. You can click this button to start the Book from the beginning and view the table of contents.



**Go to Page** button. You can click this button if you would like to jump to a particular page. First, enter the number of the page in the box next to this button.




**Help** button. You can click this to view this document.


	 <p><b>Open/Close</b> button. Use to open or close the top bar.</p> <p><b>inquiry Vocabulary word.</b> You can click the yellow highlighted vocabulary words to bring up the definition.</p>  <p><b>Click</b> button. Click the mouse to show additional information.</p>  <p><b>Play</b> button. You can click this button to hear the current content.</p>	
<p>7. Engage students in active roles in their learning process and opportunities to construct meaning (2.6.5)</p>	<p>Table of Contents &gt; Road to Revolution &gt; Can you find your way to independence?</p>  <p>The screenshot shows a navigation bar with 'Table of Contents &gt; Road to Revolution &gt; Can you find your way to independence?'. Below it is a title 'Can you find your way to independence?' with a dropdown arrow. To the right are icons for bookmarking, sharing, and navigation. The main content area contains the text: 'You are now a colonist during the time of the Revolutionary War. Your goal is independence! Click <a href="#">HERE</a> to begin answering some questions about the war. Every correct answer will lead you closer to freedom from the British!'</p>	<p>This activity is from module 4. Students take on the role of a colonist on the road to independence. This is a very engaging activity with lots of pictures and visuals showing the student traveling to independence. Students have to answer</p>

CHRONICLE OF THE REVOLUTION LIBERTY! THE SERIES PERSPECTIVES ON LIBERTY THE ROAD TO REVOLUTION GAME

*Liberty!*  
THE AMERICAN REVOLUTION



**THE ROAD TO REVOLUTION**  
Test your knowledge about the American Revolution, and see if you can navigate your way to independence. Every correct answer gets you closer to liberty!





**BEGIN >**

questions correctly and construct meaning from the content they have already learned in order to win the game.

Students could choose to do this activity collaboratively – they could meet in a synchronous session and then share a screen so they are going through the road to the revolution together. That way they can collaborate on the questions that are asked, and then can talk together about their answers.

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

Table of Contents > Explorers - Part 1 > You made it!!

 You made it!!    

Congratulations!! You are almost at the end of Module 1. Click **HERE** and take a few minutes to blog about what you have learned so far. Feel free to also share how your synchronous meeting went with your teammates and how the beginning of your Timeline project is going.

Don't forget to reply to a peer!!

This is a sample of what an on grade level blog post would look like:

Throughout this module, I learned a lot about Christopher Columbus, Vasco Balboa, and John Cabot. What was most interesting to me, however, was the new facts I learned about Columbus. For some reason, I had always thought that he was a really good guy. I mean we even celebrate Columbus day in October by getting a day off of school. That seems like a good thing, right? But after watching the videos about him and looking through the other resources, he definitely was not a good guy. When he met the Native Americans on the islands he visited, he took many of them back to Spain. That is horrible!! Even though the Native Americans were there first, he thought he could just sail in and take whoever he wanted back with him?? I just don't understand that. What do you think? After learning about Columbus, is he the guy you thought he was?

Working with my team members on the first part of the Timeline project went very well. We made 3 Thinglinks - one of each of the explorers - and then we linked each one into our Timeline. It was fun to smash those two apps together!

In module 1, when I first introduce the students to their final task of posting a blog reflecting on their learning, I wrote a sample blog post so that students will know the level of work I am expecting. That way they can compare their response to mine before posting.



9. Assist students to consider meaning, reflect on new knowledge, and assimilate/apply information (2.6.5)

## Revolutionary War ▾

▾ Hide Topics for Revolutionary War

### Topic


#### Module 5 Discussion ▾


Now that you have learned about the key battles in the Revolutionary War, which battle do you think was the most important, or one of the most important? Explain your opinion.

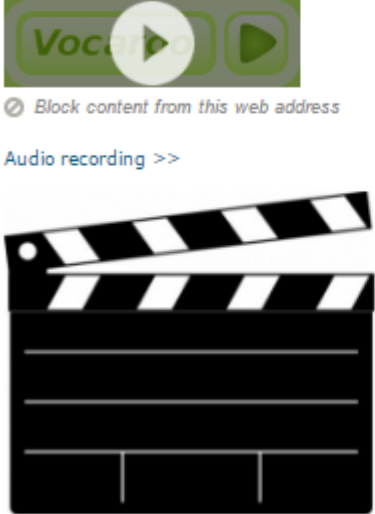



In every module, students are to complete a discussion post and a blog post in which they reflect on their learning that occurred throughout the module. Their posts will include them assimilating the information they learned through all of the material in the module.

My screenshot is the discussion from module 5. In this discussion post, students will have to think about all of the battles they learned about throughout the module and consider what each battle meant to the

		<p>Revolutionary War. They then have to form an opinion about which battle was the most important to the war.</p>
<p>10. Apply technology to engage students in higher-order thinking skills and creativity (2.1.11)</p>	<p>Final Project ▾</p> <p>Now that we have learned about our first three explorers, it is time to work with our teams to begin our culminating project for this course - our Timeline project!! If you were unable to be at the synchronous session, please let me know so I can explain this project to you.</p> <p>Here is a video that explains how to use Timetoast:</p>  <p>The screenshot shows a web browser window with the Dipity logo and navigation links. The main content is a video player with the title 'How to Create an Interactive Timeline with Timetoast'. Below the video is a sample interactive timeline titled 'Find Em All Internet Memes Timeline'. The timeline features various internet memes such as 'Leaves Behind A Hint', 'Lizard Vibes', 'Robinson Crusoe', 'Robinson Crusoe "Friday"', 'Call Me Maybe', 'Superman Part II', 'I'm F*cking Matt Damon!', 'David After Dinner', 'Cooking by the Book', 'Blade with Arms', 'Geocaching', 'Pretty Girls', 'Crank That', 'George W.', 'Eric Beer Man', 'Verde', 'Sever', and 'Overly Manly Man'. Each meme is represented by a small image and text on a horizontal timeline axis.</p>	<p>Students will be using Timetoast to construct a timeline of historical events from the Native Americans to before the Civil War. As a result, they will be using higher-order thinking skills to take the information they learned and present it in a creative way using Timetoast and some other Web 2.0 tools that will be added to their timeline events.</p>

	<p>Try to meet synchronously with your group and get a plan started. Let's get the information about these three explorers on your Timeline!! Don't forget to use pictures! And remember, at least one Web 2.0 tool needs to be linked into your Timeline that explains at least one of these explorers - see the final product rubric and checklist. Please email me with any questions!!</p> <p>Here are some Web 2.0 tools you could link to your Timetoast (but remember, you are not limited this list!):</p> <ul style="list-style-type: none"> <li>• Thinglink</li> <li>• Little Bird Tales</li> <li>• Educreations</li> <li>• Voki</li> </ul> 	
<p>11. <u>Differentiate instruction based on students' diverse talents and learning needs (2.1.9); (2.6.1)</u></p>	<p>Here are some Web 2.0 tools you could link to your Timetoast (but remember, you are not limited this list!):</p> <ul style="list-style-type: none"> <li>• Thinglink</li> <li>• Little Bird Tales</li> <li>• Educreations</li> <li>• Voki</li> <li>• PicCollage</li> <li>• Smore</li> </ul>	<p>I will be giving students a choice of which Web 2.0 tools to link to their Timetoast timeline. That way, they can pick the tools that they are specifically skilled and talented in utilizing. For example, a student who loves being in the spotlight might choose a tool that would require them to</p>

		<p>record their voice. A student who is artistic might choose a tool such as Smore or PicCollage since those tools require them to combine pictures, text, and backgrounds together in a creative way.</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><b>Module 5 Discussion - Green Group</b> ▾</p>  <p>Block content from this web address</p> <p>Audio recording &gt;&gt;</p>	<p>For my ESOL students, I will be giving them the opportunity to do a video recording of their discussion posts instead of having to write everything out. I named their group the green group so that no one would know why they had a separate assignment. I used Vocaroo to explain the question they</p>

		<p>needed to answer, and then I included a graphic for them to click on to watch instructions for how to create their video response.</p>
<p>13. <u>Address multiple intelligences, including the needs of visual, auditory, and tactile learner (2.5.2), (2.5.7)</u></p>		<p>I included videos for my visual learners and my audio learners. In addition, I have a lot of interactive websites for students to work through – this will specifically benefit my tactile learners. My auditory learners will also benefit from the social textbook since it has a read aloud option.</p>

CHRONICLE OF  
THE REVOLUTION

LIBERTY!  
THE SERIES

PERSPECTIVES  
ON LIBERTY

THE ROAD TO  
REVOLUTION GAME

*Liberty!*  
THE AMERICAN REVOLUTION



## THE ROAD TO REVOLUTION

Test your knowledge about the American Revolution,  
and see if you can navigate your way to independence.  
Every correct answer gets you closer to liberty!

**BEGIN** ➤

# Fighting for Control



It's bright and sunny at **Fort Necessity**, but the Pennsylvania woods around you look dark and dangerous. Any minute now, your small fort may be attacked. You're scared, but you will fight to keep France from getting control of this land.

There is a shout as one of the other soldiers in your group runs into sight. He is out of breath and looks shocked. "It's the French!" he yells. "We're surrounded!"



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

Table of Contents > Course Orientation and Resources > Course References

 Course References ▾

Textbook (eBook) - *The United States: Making a New Nation* - <http://www.eharcourtschool.com/>.

Interactive Websites - <http://mrnuussbaum.com/13-colonies/>  
<http://www.pbs.org/ktca/liberty/road.html>

Explorers information - <http://europeanexplorers.weebly.com/>

Timetoast instructional video - <https://youtu.be/Rk9fcBDVMd4>

Most of the material used in this course is information that Gwinnett County already owns. Here in course references, I included links to all outside sources that I am currently using for this course. This will be a fluid list as I will continue to add more sources as I find them.

**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)

**Blog rubric:**

CATEGORY	Unacceptable	Acceptable	Target
<b>Appropriate to Audience</b>	-Blog post is not written with the intended audience in mind.	-The blog post is somewhat written with the intended audience in mind.	-Blog post is written with the intended audience in mind.
<b>Comprehension</b>	-Blog post does not display evidence of comprehension of the material that was read before the blog was written.	-Blog post displays evidence of partial comprehension of material read before the blog was written.	-Blog post displays evidence of excellent comprehension of material read before the blog was written.
<b>Presentation</b>	-Grammar errors significantly affect the reader's understanding of the blog. -5+ spelling errors. -Lack of organization.	-Grammar errors somewhat affect the reader's understanding of the blog. -1-4 grammar errors. -Blog is organized in a way that somewhat makes it easy to read and understand.	-No grammar errors that affect the reader's understanding of the blog. -No spelling errors -Blog is organized in a way that makes it easy to read and understand
<b>Multimedia</b>	-Blog post does not include multimedia OR the multimedia does not relate to the post.	-Blog post includes 1 multimedia piece. - Multimedia adds insight to the post.	-Blog post includes at least 2 pieces of multimedia (photo, video, link). -Multimedia adds insight to the post.
<b>Response to a Peer</b>	-No comment on another student's blog or the comment does not use the ABC format.	-Posted a comment to another student's blog that uses part of the ABC format. -Comment partially adds insight to the blog.	-Posted a comment to another student's blog that uses every part of the ABC format. -Comment adds insight to the blog.

There is a blog rubric and a discussion forum rubric for students to use to guide their work for every module.

I have broken up the final product checklist into smaller checklists – one for each module. I have included a screenshot to the checklist for module 1 – all checklists will be similar – just focusing on the content specific to each module.

Discussion Forum rubric:

# Discussion Board Rubric

CATEGORY	4	3	2	1
<b>Discussion Answer</b>	Answers the question in detail by citing evidence AND background knowledge	Answers the question in detail by citing evidence OR background knowledge	Answers the question but does not cite evidence or background knowledge	Does not answer the question or answer is off topic
<b>Response to Others</b>	<p>Uses <u>3 or more</u> of the following sentences:</p> <p>I agree with _____ because _____.</p> <p>I disagree with _____ because _____.</p> <p>I learned that _____.</p> <p>I still wonder about _____ because _____.</p> <p>Free choice with another strong sentence stem</p>	<p>Uses <u>2</u> of the following sentences:</p> <p>I agree with _____ because _____.</p> <p>I disagree with _____ because _____.</p> <p>I learned that _____.</p> <p>I still wonder about _____ because _____.</p> <p>Free choice with another strong sentence stem</p>	<p>Uses <u>1</u> of the following sentences:</p> <p>I agree with _____ because _____.</p> <p>I disagree with _____ because _____.</p> <p>I learned that _____.</p> <p>I still wonder about _____ because _____.</p> <p>Free choice with another strong sentence stem</p>	<p>Uses one word responses, response is inappropriate, response is general</p> <p><b>Examples:</b>                      Good job.                      I like what you did.                      I like your font.</p>

## Final product checklist:

Group Members: \_\_\_\_\_

Timetoast Final Product – Module 1

\_\_\_ In our Timetoast timeline, we included the explorers we learned about in Module 1.

\_\_\_ We used a Web 2.0 tool to show our knowledge of either Columbus, Balboa, or Cabot, and we linked that to our Timeline.

\_\_\_ We explained the remaining two explorers (either Columbus, Balboa, or Cabot) within Timetoast (each explorer is added to the timeline as a timeline event).

\_\_\_ We included information about the explorer's goal, accomplishments, and obstacles.

\_\_\_ We included visuals in at least two of our timeline events.

\_\_\_ All of our writing is done in complete sentences.

\_\_\_ Our presentation demonstrates that we understand how to use Timetoast and the Web 2.0 tool we chose.

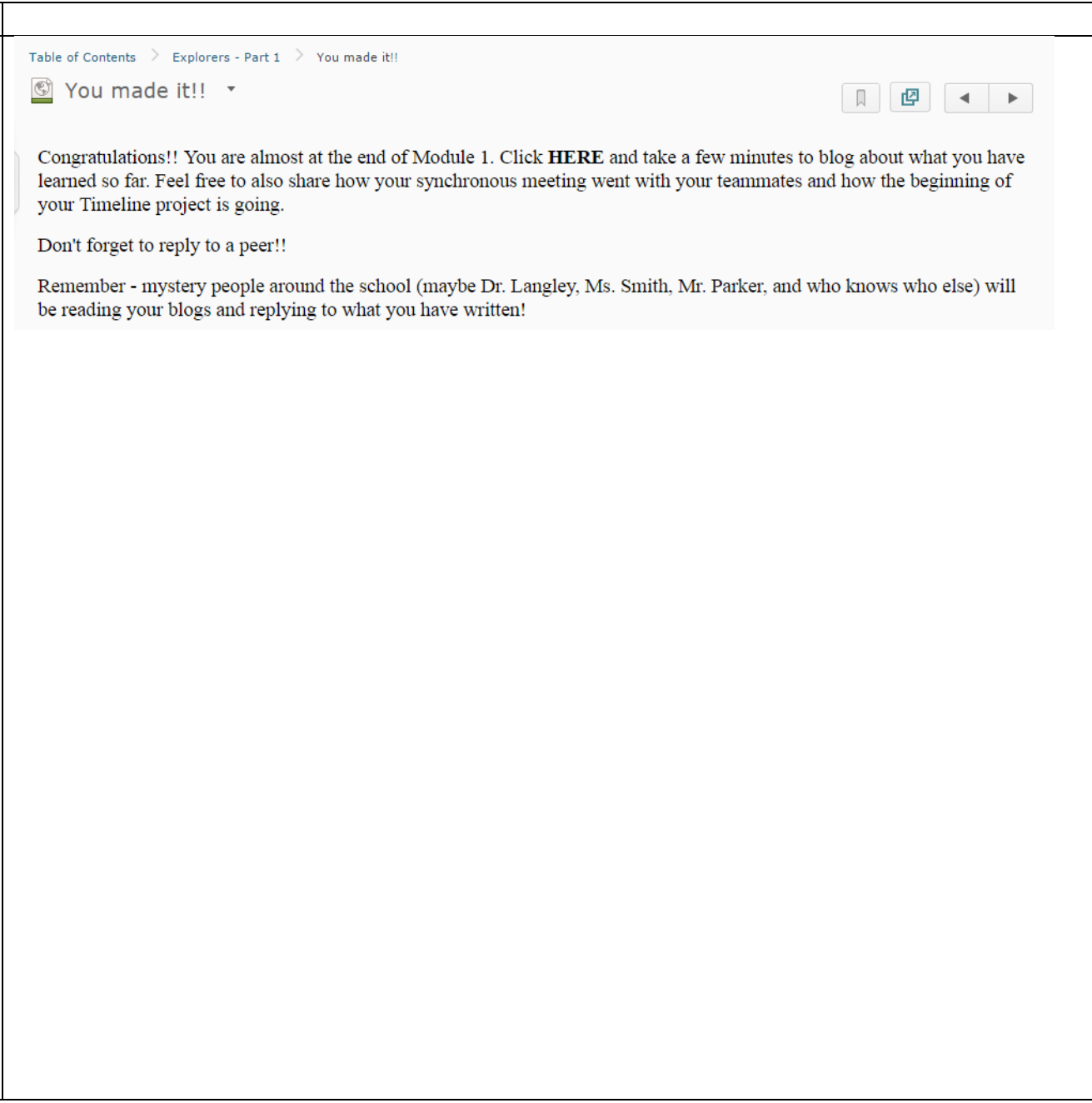

<p>2. Address ALL learning standards associated with the course/learning modules (2.5.1)</p>	<p>Module standards:</p> <p>Social Studies:</p> <p>SS4H4 The student will explain the causes, events, and results of the American Revolution.</p> <p>c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p>Language Arts:</p> <p>4LA.B.12: explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.27: use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills, with some guidance and support from adults</p>	<p>Module Objectives:</p> <ul style="list-style-type: none"> <li>• The student will be able to describe important battles that took place during the American Revolution – Lexington &amp; Concord, Saratoga, and Yorktown – with 80% accuracy on the quiz at the end of the module.</li> <li>• Using the checklist for appropriate discussion posts, students will choose one battle that took place during the war and explain the details of the battle and the results of it.</li> <li>• In their groups, students will begin the war part of their final timeline project using the final project checklist.</li> </ul>	<p>Task List aligned to module objectives:</p> <ul style="list-style-type: none"> <li>• Students will watch a video about each important battle of the war: Lexington &amp; Concord, Saratoga, and Yorktown.</li> <li>• Students will read about these events in the social studies textbook.</li> <li>• Students will participate in the discussion forum explaining one important battle in the American Revolution.</li> <li>• Students will meet synchronously to complete the major battles of the war section of</li> </ul>	<p>This information came from Module 5. In the first column, I listed the standards that the module will cover. Then in the next column, I listed the objectives that students should accomplish by the completion of the module. Then in the last column, I listed the tasks that students will complete to help them meet the objectives.</p>
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	<p>ISTE standards:</p> <p>1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>a. Apply existing knowledge to generate new ideas, products, or processes</p> <p>b. Create original works as a means of personal or group expression</p> <p>2. Communication and collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>d. Contribute to project teams to produce original works or solve problems</p>		<p>their final timeline project.</p>		
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	<p>5. Digital citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> <li>a. Advocate and practice safe, legal, and responsible use of information and technology</li> <li>b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</li> <li>c. Demonstrate personal responsibility for lifelong learning</li> <li>d. Exhibit leadership for digital citizenship</li> </ul> <p>6. Technology operations and concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <ul style="list-style-type: none"> <li>a. Understand and use technology systems</li> <li>b. Select and use applications effectively and productively</li> <li>c. Troubleshoot systems and applications</li> <li>d. Transfer current knowledge to learning of new technologies</li> </ul>				
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<p>3. <u>Address multiple intelligences, including visual, auditory, and tactile learning styles (2.5.2), (2.5.7).</u></p>	<p>Group Members: _____ <u>Timetoast</u> Final Product – Module 1</p> <p>____ <u>In</u> our <u>Timetoast</u> timeline, we included the explorers we learned about in Module 1.</p> <p>____ <u>We</u> used a Web 2.0 tool to show our knowledge of either Columbus, Balboa, or Cabot, and we linked that to our Timeline.</p> <p>____ <u>We</u> explained the remaining two explorers (either Columbus, Balboa, or Cabot) within <u>Timetoast</u> (each explorer is added to the timeline as a timeline event).</p> <p>____ <u>We</u> included information about the explorer’s goal, accomplishments, and obstacles.</p> <p>____ <u>We</u> included visuals in at least two of our timeline events.</p> <p>____ <u>All</u> of our writing is done in complete sentences.</p> <p>____ <u>Our</u> presentation demonstrates that we understand how to use <u>Timetoast</u> and the Web 2.0 tool we chose.</p>	<p>The final product addresses multiple intelligences. Timelines are very visual by allowing students to see all the events lined up in order. In addition, the Web 2.0 tools that students can choose from have both visual and auditory components – so students can choose the tools that they are the most interested in. Finally, the timeline is perfect for tactile learners because it has to be designed in a visually appealing way, and they have to manipulate it so all requirements of the project are included in</p>
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<p>4. Use authentic assessment strategies to determine student acquisition of knowledge and skills (2.5.3)</p>	 <p>Table of Contents &gt; Explorers - Part 1 &gt; You made it!!</p> <p> You made it!! ▾</p> <p>Congratulations!! You are almost at the end of Module 1. Click <b>HERE</b> and take a few minutes to blog about what you have learned so far. Feel free to also share how your synchronous meeting went with your teammates and how the beginning of your Timeline project is going.</p> <p>Don't forget to reply to a peer!!</p> <p>Remember - mystery people around the school (maybe Dr. Langley, Ms. Smith, Mr. Parker, and who knows who else) will be reading your blogs and replying to what you have written!</p>	<p>the timeline.</p> <p>In each module, students are asked to blog about their learning. This is a very authentic activity because students are actually reflecting on what they have learned rather than just answering questions with one right answer. This is a very real world activity because it improves a students' ability to communicate with other people via an online context, and it also teaches them great digital citizenship at a young age. Since so many people blog in this day and age, this activity</p>
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		<p>provides some great practice.</p> <p>In addition, I will ask other people around the school (principal, assistant principals, etc) to pick a blog post from a student every two weeks to read and respond to. That way the student blogs are extending outside the classroom.</p>
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5. Include pre- and post-testing to show student growth in content knowledge (2.5.5)

## Social Studies Pretest

What did Christopher Columbus accomplish?

- He discovered Canada
- He was the first European to see the Pacific Ocean
- He explored the "New World" that the Europeans had never heard of before

What did John Cabot accomplish?

- He discovered Canada
- He was the first European to see the Pacific Ocean
- He explored the "New World" that the Europeans had never heard of before

What did Balboa accomplish?

- He discovered Canada
- He was the first European to see the Pacific Ocean
- He explored the "New World" that the Europeans had never heard of before

I created a pre and post-test using Google Forms. The pretest is a more basic assessment just to see what type of foundation my students have with this content. The post-test is more in depth and really is designed to see if students truly understood the material taught.

**What did Ponce de Leon accomplish?**

- He discovered Florida
- He discovered the St. Lawrence River
- He found three waterways - a river, a bay, and a strait

**What did Jacques Cartier accomplish?**

- He discovered Florida
- He discovered the St. Lawrence River
- He found three waterways - a river, a bay, and a strait

**What did Henry Hudson accomplish?**

- He discovered Florida
- He discovered the St. Lawrence River
- He found three waterways - a river, a bay, and a strait

**What three groups are the colonies broken down into?**

Your answer \_\_\_\_\_

List some of the important events that contributed to starting the Revolutionary War.

Your answer

---

Choose one of the Revolutionary War battles we have learned about and describe why it was a key battle in the war.

Your answer

---

Who was King George III?

Your answer

---

**SUBMIT**

Never submit passwords through Google Forms.

## Social Studies Posttest

Explain the difference between Columbus' goal and what he actually accomplished.

Your answer

---

Choose two explorers that we have learned about and explain at least two obstacles that they faced during their explorations.

Your answer

---

Which explorer was the first European to see the Pacific Ocean?

- Balboa
- Cabot
- Hudson

Why did Ponce de Leon want to explore the New World?

Your answer

---

Choose two explorers we have learned about and explain how their accomplishments were different than their goals.

Your answer

---



Choose one of the colonies we have studied and thoroughly describe what life was like for a colonist who lived there. Include economics, reasons for settlement, natural resources, and government in your answer.

Your answer

---

You are an indentured servant living in the colonies. Describe what your life was like.

Your answer

---

Describe how the French & Indian War contributed to the American Revolutionary War.

Your answer

---

Describe how the Boston Tea Party contributed to the American Revolutionary War.

Your answer

Why was King George III significant during the time of the war?

Your answer

---

Why was George Washington significant during the time of the war?

Your answer

---

**SUBMIT**

Never submit passwords through Google Forms.

6. Are reasonable expectations given the learning activities included in the course (2.5.5), (2.5.6)

## Historical Figures ▾

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▾ [Hide Description](#)

Choose two historical figures and thoroughly explain how they were associated with the American Revolution.

Refer to this rubric as you complete the post and respond to a peer.

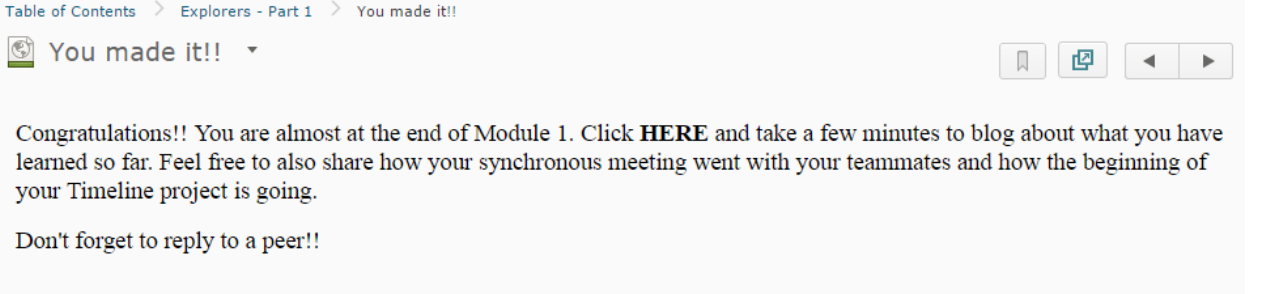
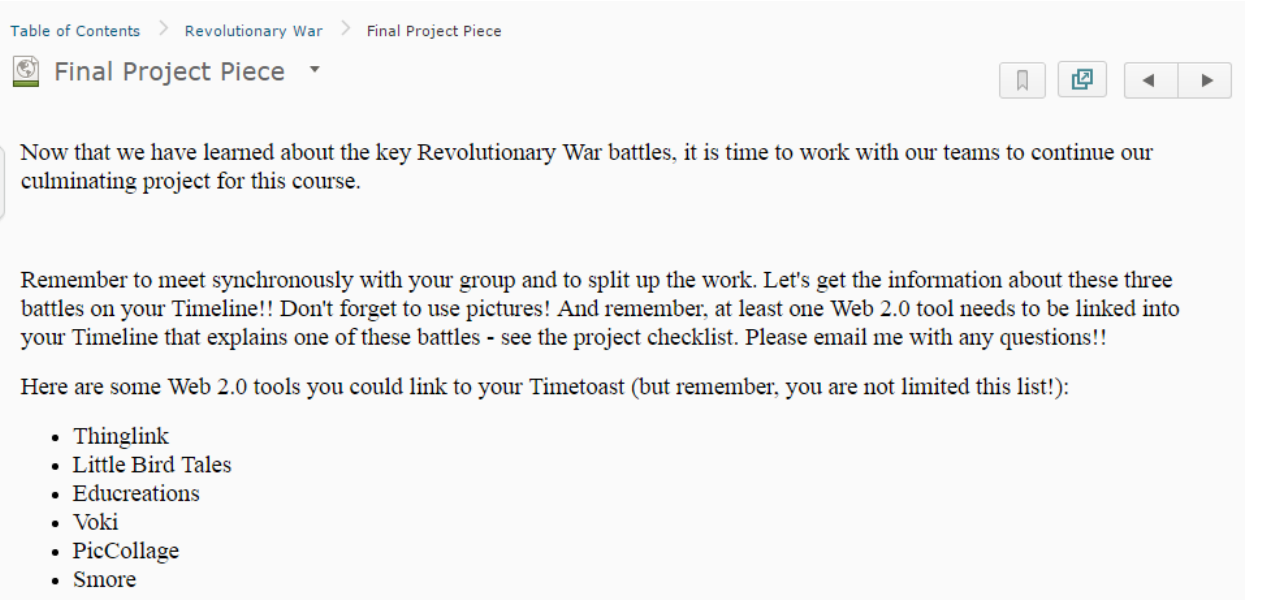
### Discussion Board Rubric

CATEGORY	4	3	2	1
<b>Discussion Answer</b>	Answers the question in detail by citing evidence AND background knowledge	Answers the question in detail by citing evidence OR background knowledge	Answers the question but does not cite evidence or background knowledge	Does not answer the question or answer is off topic
<b>Response to Others</b>	<p>Uses <u>3 or more</u> of the following sentences:</p> <p>I agree with _____ because _____.</p> <p>I disagree with _____ because _____.</p> <p>I learned that _____.</p> <p>I still wonder about _____ because _____.</p> <p>Free choice with another strong sentence stem</p>	<p>Uses <u>2</u> of the following sentences:</p> <p>I agree with _____ because _____.</p> <p>I disagree with _____ because _____.</p> <p>I learned that _____.</p> <p>I still wonder about _____ because _____.</p> <p>Free choice with another strong sentence stem</p>	<p>Uses <u>1</u> of the following sentences:</p> <p>I agree with _____ because _____.</p> <p>I disagree with _____ because _____.</p> <p>I learned that _____.</p> <p>I still wonder about _____ because _____.</p> <p>Free choice with another strong sentence stem</p>	<p>Uses one word responses, response is inappropriate, response is general</p> <p><b>Examples:</b>            Good job.            I like what you did.            I like your font.</p>






This is one of the assessments from Module 6. In this module, students will be learning about the key historical figures during the time of the American Revolution.

The level of rigor in this discussion post assessment is very reasonable compared to the learning activities.

Before completing the assessment, students will have researched these people for the purpose of gaining an understanding of why they are important to the war. This assessment will determine how well the

		<p>students understand why various historical figures were significant to the war.</p>
<p>7. Require students to engage in authentic performances to show mastery of content (2.5.6)</p>	 <p>Table of Contents &gt; Explorers - Part 1 &gt; You made it!!</p> <p> You made it!!   </p> <p>Congratulations!! You are almost at the end of Module 1. Click <b>HERE</b> and take a few minutes to blog about what you have learned so far. Feel free to also share how your synchronous meeting went with your teammates and how the beginning of your Timeline project is going.</p> <p>Don't forget to reply to a peer!!</p>  <p>Table of Contents &gt; Revolutionary War &gt; Final Project Piece</p> <p> Final Project Piece   </p> <p>Now that we have learned about the key Revolutionary War battles, it is time to work with our teams to continue our culminating project for this course.</p> <p>Remember to meet synchronously with your group and to split up the work. Let's get the information about these three battles on your Timeline!! Don't forget to use pictures! And remember, at least one Web 2.0 tool needs to be linked into your Timeline that explains one of these battles - see the project checklist. Please email me with any questions!!</p> <p>Here are some Web 2.0 tools you could link to your Timetoast (but remember, you are not limited this list!):</p> <ul style="list-style-type: none"> <li>• Thinglink</li> <li>• Little Bird Tales</li> <li>• Educreations</li> <li>• Voki</li> <li>• PicCollage</li> <li>• Smore</li> </ul>	<p>Blogging is a very real-world activity. As a result, I am having students blog about their learning – they will do this at the end of each module. Then, they are required to respond to at least one of their classmates. This is a performance task that will develop their digital citizenship skills and collaboration skills while also demonstrating mastery of the content they</p>

		<p>learned throughout the module.</p> <p>In addition, I am including a screenshot of the final product piece from Module 5 – the culminating project of the entire course is a timeline. Students have to add each event they have learned in each module to the timeline. This project integrates social studies with language arts since they have to describe the event or the people they have learned about. Completion of the timeline will indicate whether or not the students have mastered</p>
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		the content since they are required to explain each event or person they learned about.
<p>8. <u>Are modified to accommodate special education needs, student age, cultural background and experiences (2.6.2)</u></p>	<p><b>Plans for Differentiation</b></p> <p>For the final timeline project, students will be placed in collaborative groups based on their strengths and weaknesses.</p> <p>Students reading below grade level such as ESOL students will be placed in a modified discussion forum in which they can record themselves speaking the answer to the question instead of writing the answer.</p> <p>Students reading below grade level such as ESOL students will receive a modified blog rubric for their blog posts every week.</p> <p>Students reading below grade level such as ESOL students will take a modified quiz every week. This quiz will only have three multiple choice answers to choose from as opposed to four.</p> <p>Gifted students will receive a modified blog rubric for their blog posts every week. Their blogs will require some more critical thinking and in-depth responses as they reflect on their learning.</p> <p>Students with an IEP will receive an outline of the notes discussed in each module. Extra teacher communication and tutors will be utilized as needed.</p>	<p>These are the assessment policies that the course will follow in order to meet the needs of all learners.</p>
<p>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)</p>	<p>Table of Contents &gt; Revolutionary War &gt; Final Project Piece</p> <p> Final Project Piece ▾ <span style="float: right;">   </span></p> <p>Now that we have learned about the key Revolutionary War battles, it is time to work with our teams to continue our culminating project for this course.</p> <p>Remember to meet synchronously with your group and to split up the work. Let's get the information about these three battles on your Timeline!! Don't forget to use pictures! And remember, at least one Web 2.0 tool needs to be linked into your Timeline that explains one of these battles - see the project checklist. Please email me with any questions!!</p> <p>Here are some Web 2.0 tools you could link to your Timetoast (but remember, you are not limited this list!):</p> <ul style="list-style-type: none"> <li>• Thinglink</li> <li>• Little Bird Tales</li> <li>• Educreations</li> <li>• Voki</li> <li>• PicCollage</li> <li>• Smore</li> </ul>	<p>I am including one of the assessments in Module 5 – the one in which students work on the Revolutionary War segment of their timeline final product. The purpose of Module 5 is for students to learn about the key battles of</p>

Group Members: \_\_\_\_\_

Timetoast Final Product – Module 5

\_\_\_\_ In our Timetoast timeline, we included the battles we learned about in Module 5.

\_\_\_\_ We used a Web 2.0 tool to show our knowledge of either Lexington & Concord, Sarasota, or Yorktown, and we linked that to our Timeline.

\_\_\_\_ We explained the remaining two battles (either Lexington & Concord, Sarasota, or Yorktown) within Timetoast (each battle is added to the timeline as a timeline event).

\_\_\_\_ We included information about the results of each battle and why each one was key to the war.

\_\_\_\_ We included visuals in at least two of our timeline events.

\_\_\_\_ All of our writing is done in complete sentences.

\_\_\_\_ Our presentation demonstrates that we understand how to use Timetoast and the Web 2.0 tool we chose.

the Revolutionary War. This assessment aligns to the objectives of the module and is reliable since students have to describe all three battles – as a result, everything that is covered in the module is included in the timeline project. However, students are able to be creative in this delivery instead of there just being right and wrong answers on an assessment. The checklist provides consistency in grading since there are specific criteria for the students to meet.

## Historical Figures ▾

☆ Subscribe

▾ Hide Description

Choose two historical figures and thoroughly explain how they were associated with the American Revolution.

Refer to this rubric as you complete the post and respond to a peer.

### Discussion Board Rubric

CATEGORY	4	3	2	1
<b>Discussion Answer</b>	Answers the question in detail by citing evidence AND background knowledge	Answers the question in detail by citing evidence OR background knowledge	Answers the question but does not cite evidence or background knowledge	Does not answer the question or answer is off topic
<b>Response to Others</b>	Uses <u>3 or more</u> of the following sentences: I agree with _____ because _____. I disagree with _____ because _____. I learned that _____. I still wonder about _____ because _____. Free choice with another strong sentence stem	Uses <u>2</u> of the following sentences: I agree with _____ because _____. I disagree with _____ because _____. I learned that _____. I still wonder about _____ because _____. Free choice with another strong sentence stem	Uses <u>1</u> of the following sentences: I agree with _____ because _____. I disagree with _____ because _____. I learned that _____. I still wonder about _____ because _____. Free choice with another strong sentence stem	Uses one word responses, response is inappropriate, response is general <b>Examples:</b> Good job. I like what you did. I like your font.

I have also included the discussion forum rubric and the blog post rubric that I will be using to assess students in each module. These rubrics also provide consistency in grading since there are specific criteria for the students to meet, and the students also know exactly what is expected of them as they complete their projects and assignments.



CATEGORY	Unacceptable	Acceptable	Target
<b>Appropriate to Audience</b>	-Blog post is not written with the intended audience in mind.	-The blog post is somewhat written with the intended audience in mind.	-Blog post is written with the intended audience in mind.
<b>Comprehension</b>	-Blog post does not display evidence of comprehension of the material that was read before the blog was written.	-Blog post displays evidence of partial comprehension of material read before the blog was written.	-Blog post displays evidence of excellent comprehension of material read before the blog was written.
<b>Presentation</b>	-Grammar errors significantly affect the reader's understanding of the blog. -5+ spelling errors. -Lack of organization.	-Grammar errors somewhat affect the reader's understanding of the blog. -1-4 grammar errors. -Blog is organized in a way that somewhat makes it easy to read and understand.	-No grammar errors that affect the reader's understanding of the blog. -No spelling errors -Blog is organized in a way that makes it easy to read and understand
<b>Multimedia</b>	-Blog post does not include multimedia OR the multimedia does not relate to the post.	-Blog post includes 1 multimedia piece. - Multimedia adds insight to the post.	-Blog post includes at least 2 pieces of multimedia (photo, video, link). -Multimedia adds insight to the post.
<b>Response to a Peer</b>	-No comment on another student's blog or the comment does not use the ABC format.	-Posted a comment to another student's blog that uses part of the ABC format. -Comment partially adds insight to the blog.	-Posted a comment to another student's blog that uses every part of the ABC format. -Comment adds insight to the blog.

10. Are implemented in ways that insure instrument validity and reliability (3.1.2)

## Social Studies Posttest

Explain the difference between Columbus' goal and what he actually accomplished.

Your answer

---

Choose two explorers that we have learned about and explain at least two obstacles that they faced during their explorations.

Your answer

---

Which explorer was the first European to see the Pacific Ocean?

- Balboa
- Cabot
- Hudson

Why did Ponce de Leon want to explore the New World?

Your answer

---

Choose two explorers we have learned about and explain how their accomplishments were different than their goals.

Your answer

---

For the course posttest, students have to log in with their Google account in order to take the test. In addition, I have set it up so that students are only allowed to take the assessment once. Finally, students will have to come to the school and take the test in a computer lab with a proctor.

Choose one of the colonies we have studied and thoroughly describe what life was like for a colonist who lived there. Include economics, reasons for settlement, natural resources, and government in your answer.

Your answer

---

You are an indentured servant living in the colonies. Describe what your life was like.

Your answer

---

Describe how the French & Indian War contributed to the American Revolutionary War.

Your answer

---

Describe how the Boston Tea Party contributed to the American Revolutionary War.

Your answer

Why was King George III significant during the time of the war?

Your answer

---

Why was George Washington significant during the time of the war?

Your answer

---

**SUBMIT**

Never submit passwords through Google Forms.

11. Include varied and multiple ways to assess each learning standard (3.1.3)

## Module 2

Describe Jacques Cartier's accomplishments.

Your answer

Describe Henry Hudson's accomplishments.

Your answer

Describe Ponce de Leon's accomplishments.

Your answer

SUBMIT

Never submit passwords through Google Forms.

Each module will include multiple assessments to assess the module objectives. There is a module quiz. Students then answer a reflection question via a discussion post, and they also have to blog about their learning. Finally, students have to do a piece of the final product at the end of every module. Their final product is a full timeline of all the events that this course will cover, and they are asked to link or embed a variety of Web 2.0 tools within the timeline. All of these activities align

	<p>Module 2 ▾</p> <p>▾ Hide Topics for Module 2</p> <hr/> <p><b>Topic</b></p> <p><b>Explorers - Part 2 ▾</b></p> <p>Describe the obstacles the explorers you learned about faced as they traveled and explored.</p> <hr/>	<p>with the standards covered in the module. I am including both these summative assessments and formative assessments that students have to complete in throughout each module.</p>
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CATEGORY	Unacceptable	Acceptable	Target
<b>Appropriate to Audience</b>	-Blog post is not written with the intended audience in mind.	-The blog post is somewhat written with the intended audience in mind.	-Blog post is written with the intended audience in mind.
<b>Comprehension</b>	-Blog post does not display evidence of comprehension of the material that was read before the blog was written.	-Blog post displays evidence of partial comprehension of material read before the blog was written.	-Blog post displays evidence of excellent comprehension of material read before the blog was written.
<b>Presentation</b>	-Grammar errors significantly affect the reader's understanding of the blog. -5+ spelling errors. -Lack of organization.	-Grammar errors somewhat affect the reader's understanding of the blog. -1-4 grammar errors. -Blog is organized in a way that somewhat makes it easy to read and understand.	-No grammar errors that affect the reader's understanding of the blog. -No spelling errors -Blog is organized in a way that makes it easy to read and understand
<b>Multimedia</b>	-Blog post does not include multimedia OR the multimedia does not relate to the post.	-Blog post includes 1 multimedia piece. - Multimedia adds insight to the post.	-Blog post includes at least 2 pieces of multimedia (photo, video, link). -Multimedia adds insight to the post.
<b>Response to a Peer</b>	-No comment on another student's blog or the comment does not use the ABC format.	-Posted a comment to another student's blog that uses part of the ABC format. -Comment partially adds insight to the blog.	-Posted a comment to another student's blog that uses every part of the ABC format. -Comment adds insight to the blog.



Final Project ▾



Now that we have learned about the key Revolutionary War battles, it is time to work with our teams to continue our culminating project for this course.

Remember to meet synchronously with your group and to split up the work. Let's get the information about these three battles on your Timeline!! Don't forget to use pictures! And remember, at least one Web 2.0 tool needs to be linked into your Timeline that explains one of these battles - see the project checklist. Please email me with any questions!!

Here are some Web 2.0 tools you could link to your Timetoast (but remember, you are not limited this list!):

- Thinglink
- Little Bird Tales
- Educreations
- Voki
- PicCollage
- Smore

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)

Online Course Grading Spreadsheet ☆

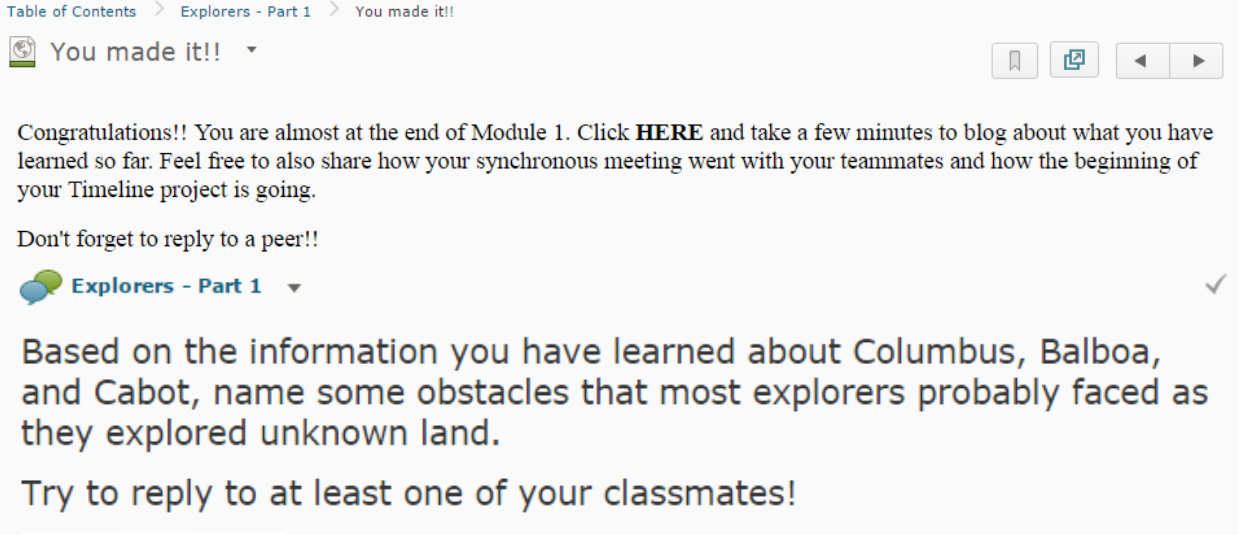






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	A	B	C	D	E	F	G	H	I	J	K
1	Student	Primary Learning Style	Pre-test	Module 1 Quiz	Notes	Discussion Forum	Notes	Blog	Notes	Group Project - Explorer Section	Notes
2											
3											
4											
5											
6											
7											
8											
9											
10											
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12											
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21											
22											

Throughout this course, I will be reading student discussion posts and student blogs during each module. This will give me a great idea of where each student is at the end of each module. If I am seeing that a student is struggling, I will work with them to assist them as needed. I will



		<p>keep a Google Sheet spreadsheet of all grades so I can have everything in one place, and I also have a place for notes that I can take on each student's assessment performance. I will also upload grades into the LMS so my students are able to keep up with how they are doing.</p>
<p>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)</p>	 <p>Table of Contents &gt; Explorers - Part 1 &gt; You made it!!</p> <p> You made it!! ▾ <span style="float: right;">   </span></p> <p>Congratulations!! You are almost at the end of Module 1. Click <b>HERE</b> and take a few minutes to blog about what you have learned so far. Feel free to also share how your synchronous meeting went with your teammates and how the beginning of your Timeline project is going.</p> <p>Don't forget to reply to a peer!!</p> <p> Explorers - Part 1 ▾ <span style="float: right;">✓</span></p> <p>Based on the information you have learned about Columbus, Balboa, and Cabot, name some obstacles that most explorers probably faced as they explored unknown land.</p> <p>Try to reply to at least one of your classmates!</p>	<p>Students get to self-assess/reflect in a blog post after each module. Students also give one another feedback on discussion posts and blog posts. In addition, since the final product is going</p>

	<p>Table of Contents &gt; Explorers - Part 1 &gt; Final Project</p> <p> Final Project ▾ <span style="float: right;">   </span></p> <p>Now that we have learned about the key Revolutionary War battles, it is time to work with our teams to continue our culminating project for this course.</p> <p>Remember to meet synchronously with your group and to split up the work. Let's get the information about these three battles on your Timeline!! Don't forget to use pictures! And remember, at least one Web 2.0 tool needs to be linked into your Timeline that explains one of these battles - see the project checklist. Please email me with any questions!!</p> <p>Here are some Web 2.0 tools you could link to your Timetoast (but remember, you are not limited this list!):</p> <ul style="list-style-type: none"> <li>• Thinglink</li> <li>• Little Bird Tales</li> <li>• Educreations</li> <li>• Voki</li> <li>• PicCollage</li> <li>• Smore</li> </ul>	<p>to be done piece by piece throughout each module, I will be able to give each group ongoing feedback on their project.</p>
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**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>* Required</b></p> <p><b>I am familiar with eCLASS *</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>I know how to post to a discussion forum AND how to reply to a peer. *</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>After watching the video about Kidblog, I feel comfortable logging on to Kidblog and writing a blog post.</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p>I created this survey via Google Forms to make it easy to compile all the data.</p> <p>In this survey, I asked questions pertaining to the things students will have to do in order to be successful in this course.</p>
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After watching the video about Timetoast, I have a solid understanding of how to use the program.

Yes

No

I am comfortable using at least two of the Web 2.0 tools that are suggested to link into Timetoast.

Option 1

I am comfortable using a computer and navigating the internet.

Yes

No

I know how to work a webcam and microphone.

Yes

No

2. Student input on course materials so that ongoing improvements to course content and delivery can be made for ALL learners (2.5.4)

What was the most beneficial material available to you throughout the course? \*

- Instructional videos
- Instructional websites
- Other: \_\_\_\_\_

Please explain your answer \*

Your answer

---

Was there anything that was difficult to complete in this course, since it was all online? Explain. \*

Your answer

---

Which module do you believe had the best resources and why?

Your answer

---

I created this survey via Google Forms to make it easy to compile all the data.

Did you use the online social studies textbook at all during any of the modules? \*

Yes

No

Was the course orientation module with the instructional videos and handouts helpful to you?

Yes

No

**SUBMIT**

Never submit passwords through Google Forms.

<p>3. <u>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)</u></p>	<p>My teacher was available to help me when I had questions.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>My teacher provided feedback on my work in a timely manner</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>It was easy to communicate with my peers throughout this course.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p>I created this survey via Google Forms to make it easy to compile all the data.</p> <p>This survey focused on classroom assessment techniques and communication.</p>
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	<p>My teacher provided plenty of good resources for me to use as I learned the information in each module.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>I did not experience a lot of technical difficulties while completing the assignments.</p> <p><input type="radio"/> Strongly agree</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Strongly disagree</p> <p>The rubrics or checklists my teacher used to grade my assignments helped me know what her expectations were.</p> <p><input type="radio"/> Strongly agree</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Strongly disagree</p> <p><input type="button" value="SUBMIT"/></p>		
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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)