**Instructor:** Michelle B. Morris, M.Ed.

**Phone/Email:** 410-334-2959
mmorris@worwic.edu

**Office Location:** Hazel Center
Room 207

**Office Hours:** M/W 12:45 – 2:15
R 2:45 – 5:15

**Class Time:** T/R 12:45 – 2:15

**Class Location:** BH 206


**Other Required Materials:**
- Regular computer and internet access
- Thumb Drive
- Scissors
- Glue
- Crayons/Markers
- Stapler
- Post-its

**Blackboard Requirements:**

Blackboard 9 is being utilized as a supplement to this course. As such, you must have daily access to the internet and Blackboard 9 to successfully complete your coursework. **All assignments for this course must have an “Assignment Message” submitted To receive your grade.**

Wor-Wic Community College provides students with access to computers that meet the requirements at the following campus locations: MTC 200, BH 217, HH 100, GH 204, WDC305, AHB 108. Please follow the directions below to access your course syllabi and all other materials posted for this course:

1. Log-on to www.worwic.edu
2. From the WWCC homepage, point to “Quick Links” (top right) and click “Blackboard Login”.
3. When prompted enter your Wor-Wic user ID and password. This is the same user ID and password that you use for your WWCC student email. If you do not know your user ID or password please contact Student Services in AAB 111 as soon as possible.
4. Locate the course name and number from the list provided. Click on our course.

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:

- Using the campus computing network and facilities to violate the privacy of other individuals
- Sharing of account passwords with friends, family members, or any unauthorized individuals.

Violators are subject to college disciplinary procedures.
Course Description:

This course introduces students to a broad spectrum of instructional methodologies for use in today’s classrooms and to the frameworks that will guide their instructional decisions. Topics include teaching strategies, classroom management procedures, principles of instruction and adaptation of instruction to diverse populations. Students are taught how to design instruction to meet the needs of diverse student populations and to apply instructional techniques to teach these children. This course meets the Maryland State Department of Education requirement for individuals seeking re-certification and is intended for secondary content-area, special education and N-12 teachers. *Three lecture hours per week. Prerequisite: Permission of the department head. Usually offered in the fall.*

Course Objectives:

Upon completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the components of a unit plan. <em>GEO 2</em></td>
<td>Given textbook examples and outside resources, implement a coherent, thematically based unit in the classroom.</td>
<td>Thematic Unit Plan</td>
</tr>
<tr>
<td>2. Recognize the different instructional strategies that succeed with diverse learners. <em>GEO 1, GEO 2, GEO 5, GEO 9</em></td>
<td>Given information on differences in learning styles, develop instructional strategies that involve a diverse population of learners.</td>
<td>Mini Lessons</td>
</tr>
<tr>
<td>3. Identify the trends in current pedagogical practices. <em>GEO 1, GEO 3, GEO 6, GEO 9</em></td>
<td>Given information on pedagogical practices, review and summarize current research related to teaching methodology.</td>
<td>Annotated Bibliography</td>
</tr>
<tr>
<td>4. Recognize the elements of the Hunter method of lesson plan development. <em>GEO 2, GEO 3, GEO 9</em></td>
<td>Given information on Master Teaching methods, compose detailed, complete lesson plans utilizing the Madeleine Hunter seven-step lesson plan format.</td>
<td>Thematic Unit</td>
</tr>
<tr>
<td>5. Examine lesson objectives written in content form. <em>GEO 1, GEO 9</em></td>
<td>Given information about proper form for lesson plans, write lesson objectives in content form.</td>
<td>Thematic Unit</td>
</tr>
<tr>
<td>6. Recognize the effect of room arrangement student behavior and learning. <em>GEO 5</em></td>
<td>Given information about the significance of room arrangement to student learning and behavior.</td>
<td>Mini Lessons Test</td>
</tr>
<tr>
<td>7. Analyze current research on the multiple intelligences.</td>
<td>Given information on multiple intelligences, identify the eight types of intelligence and develop classroom strategies to foster each.</td>
<td>Thematic Unit</td>
</tr>
</tbody>
</table>
8. Identify the levels of Bloom’s Taxonomy.
GEO 1, GEO 2, GEO 9
Given information on Bloom’s Taxonomy, discuss the concept of Higher Order Thinking Skills (HOTS) and implement strategies that encourage the development and use of HOTS
Thematic Unit Mini Lessons Test Case Studies

9. Explain the different classroom management techniques which have been proven successful.
GEO 1, GEO 2, GEO 5
Given information about classroom management techniques, describe and implement techniques such as mobility, proximity, voice, and positive guidance as tools for classroom management.
Thematic Unit Mini Lessons Test

Information Literacy Requirements:
This course requires library research. The Media Center at Wor-Wic offers electronic access to encyclopedias, journals, and magazines. The complete text of many articles can be read on the computer screen, downloaded to disc, or printed. Students not finding sufficient information through the Media Center’s resources are encouraged to use Blackwell Library at Salisbury University. Every Wor-Wic student is eligible for a free Gull Card at Blackwell. The bibliographic references must include references from the an electronic library database collection(s). (GEO 7)

Services for Students with Disabilities:
Wor-Wic Community College provides reasonable accommodations for students with disabilities, in compliance the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office in AAB 109 or by calling directly at 410-334-2900. For more information, see Wor-Wic’s Services for Students with Disabilities web page.

Sexual Violence Disclosures
Wor-Wic Community College seeks a campus free of sexual violence which includes sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Please be aware that if a student discloses a personal experience verbally or in writing as a Wor-Wic student to a faculty or staff member, the employee cannot maintain confidentiality and has the mandatory responsibility to notify one of the college’s Title IX coordinators. However, if you’d like to make a confidential disclosure of any such violence, you can contact Wor-Wic’s director of counseling (X-2900) or you can contact the Life Crisis Center at 410-749-HELP or 2-1-1.

Information on rights of victims of sexual violence and related resources is available in the college catalog and at the public safety page of Wor-Wic's website: http://www.worwic.edu/Administration/PublicSafety.aspx.
Communication with the Instructor:

All students are expected to be in class and to attend all scheduled events. However, it is expected that students will need to contact the instructor at times other than those scheduled. This can be facilitated through an office visit, phone conversation or email. **Students wishing to email the instructor must utilize their Wor-Wic Community College email address.** Occasionally students may also find it necessary to email a paper to the instructor. Again, **only work emailed via a Wor-Wic Community College email will be accepted.**

You may seek writing assistance from a qualified instructor in the Reading/Writing Center. These “drop in” conferences are available on a “first-come, first-served” basis during the regular hours of the Reading and writing Center, so do not wait until the last minute to seek writing assistance. Come prepared with your original assignment and a printed copy of your written work. Center hours are: M &Th. 8:30-6:30; T&W: 8:30-8:00; F: 10:00-1:30; Sat 10:00-1:00. Do not wait until the day before an assignment is due to seek assistance.

**Course Requirements:** All assignments must be typed, double-spaced using a 12 font. Assignments should include a cover page with the students name, date, assignment title, course number and semester. Each assignment should be proofread and free of grammatical errors. Students are encouraged to utilize the writing center for each assignment.

1. **In Class Assignments** (6 @ 25 points each = 150 points) **GEO 1,2,3,4,7,8, 9; CO “ALL”**

   Due to the format of this course attendance is crucial. Research shows an unequivocal relationship between a student’s time in class and his/her grade in that class. To achieve maximum learning potential you must commit to attending class on a regular basis.

   A class assignment will be given at each class meeting. The in class assignments will be designed to facilitate the application, processing and reinforcement of the content taught. The instructor will collect and grade these assignments. Each assignment will count 25 points towards the student final grade. There also will be NO MAKE-UPS for any missed class assignments. If you are absent you will forfeit your points.

2. **Case Studies** (2 @ 70 points each = 140 points) **GEO 1,2,3,4,7,8; CO 1 – 7**

   Case studies highlighting the instructional models and other concepts discussed in class and in the text will be uploaded to Blackboard. Each student will be responsible for accessing the case studies him/herself. After reading
the case studies students will complete the following in narrative format:

- Include a title page
- Briefly summarize the most important points from the case study
- From the lesson included in the case study identify – the lesson objective(s), assessment method(s), type(s) of knowledge taught, the Bloom’s level(s) and instructional model(s) utilized. Please provide evidence from the case study to justify your choices for Blooms level, type of knowledge taught and instructional model utilized.
- Provide a critique of the lesson from the case study. What would you change? What you leave as is? Justify your answers.

Students will submit this project electronically via the course Blackboard site by the due date specified on the tentative course outline. Grading will be completed electronically utilizing Blackboard scoring rubrics.

3. **Annotated Bibliography** (75 points) GEO 1,2,3,4,7,8; CO 1 – 7

Students will choose a topic of study related to teaching methodology and review a minimum of 5 sources. These sources must be summarized and cited in an Annotated Bibliography. Students must use APA format when completing this assignment. At least one source reviewed must be retrieved from the College’s Electronic Database of Professional Journals.

The overall format of the assignment should follow the following layout:

- A title page
- A detailed table of contents
- Annotation of Article #1
- Annotation of Article #2
- Annotation of Article #3
- Annotation of Article #4
- Annotation of Article #5

Students will submit this project electronically via the course Blackboard site by the due date specified on the tentative course outline. Grading will be completed electronically utilizing Blackboard scoring rubrics.

4. **Thematic Unit** (200 points) GEO 2; CO 1-5

Students will choose a theme related to their field and compile a 10 lesson thematically based unit. This unit must contain 10 activities (2 each for math, science, social studies, reading, art for early childhood and elementary majors **OR** 10 themed activities that relate to the students chosen teaching field for secondary majors). Additionally, the unit should contain a list of at least five trade books that could be utilized to enhance the unit and one bulletin board that could be displayed during the teaching of the unit. Finally, a field trip plan
should be included that summarizes the trip, location, cost, method of
transportation to/from and learning objectives. All lessons plans for this unit
and assessment pieces need to be type-written and follow the format taught
in class.

The thematic unit should be organized in the following manner:

- Title page
- Detailed table of contents
- Tradebook list
- 10 lesson plans (please divide this by subject area)
- Bulletin board(s)
- Field Trip Plan
- APA formatted Works Cited page

Students will submit this project electronically via the course Blackboard site
by the due date specified on the tentative course outline. Grading will be
completed electronically utilizing Blackboard assignment scoring rubrics.

5. Demonstration Lessons (150 points) GEO 5; CO 5

Students will be required to develop one mini lesson (depending on the class
size) based on the learning models discussed in class and present this lesson
to the class. Students will be randomly assigned the teaching models for their
demo lessons. For each demonstration lesson the student will be responsible
for the following:

- Bringing/providing all materials necessary for the demonstration
  lesson with exception to crayons, markers, scissors and glue. Each student enrolled in the course should plan to bring his/her
  own crayons, markers, scissors, glue, pencils and pens to class
  with them each week.
- Upload a detailed, written lesson plan to Blackboard. Also, provide
  a hard copy of the lesson plan to the instructor on the assigned
  presentation night.
- Include an APA formatted, works cited page showing all resources
  utilized for the demonstration lesson.
- Bring a hard copy of the lesson plan(s) to the instructor on the day
  of the presentation. If no plan is submitted to Mrs. Morris at the time
  of presentation the student will not earn any points towards the
  written requirements for this assignment.

Lesson models will be chosen randomly in class. The corresponding letter
(drawn by the student) will indicate the instructional model the student will be
responsible for presenting to the class.
<table>
<thead>
<tr>
<th>Letter</th>
<th>Instructional Model</th>
<th>Letter</th>
<th>Instructional Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Direct Instruction</td>
<td>B</td>
<td>Concept Attainment</td>
</tr>
<tr>
<td>C</td>
<td>Concept Development</td>
<td>D</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td>E</td>
<td>Vocabulary Acquisition</td>
<td>F</td>
<td>Integrative Model</td>
</tr>
<tr>
<td>G</td>
<td>Socratic</td>
<td>H</td>
<td>Cooperative Learning</td>
</tr>
<tr>
<td>I</td>
<td>Problem Based Inquiry</td>
<td>J</td>
<td>Synectics</td>
</tr>
<tr>
<td>K</td>
<td>Madeleine Hunter</td>
<td>L</td>
<td>Suchman Inquiry</td>
</tr>
<tr>
<td>M</td>
<td>Direct Instruction</td>
<td>N</td>
<td>Madeleine Hunter</td>
</tr>
<tr>
<td>O</td>
<td>Socratic</td>
<td>P</td>
<td>Cooperative Learning</td>
</tr>
</tbody>
</table>

6. **Demo Lesson Variations** (2 @ 40 points each = 80 points) GEO 2; CO 1-5

After developing the assigned two lessons (described in #5 above) students will rewrite and submit each lesson plan utilizing a different teaching model. Students should choose two different models from the two presented in the class demonstration lessons. Each lesson plan is to be rewritten (in full lesson plan format) utilizing one of the new models chosen by the student. Additionally, on the page immediately prior to the written plan, the student should provide a narrative that outlines how the chosen model is different than the previously presented demo lesson model and what specific changes he/she made to his/her written plan. The final product should be organized as follows:

- Title page
- Narrative
- Lesson plan
- Works Cited Page

Students will submit this project electronically via the course Blackboard site by the due date specified on the tentative course outline. Grading will be completed electronically utilizing Blackboard assignment scoring rubrics.

7. **Graphic Organizer Assignment** (100 points) GEO 1,2,3,4,7,8; CO 1 – 7

Students will research a minimum of 10 different graphic organizers appropriate for early childhood education. Students need to locate at least one graphic organizer for each method presented in the book (Direct Instruction, Concept Development, Vocabulary Acquisition, Socratic, Problem Based Inquiry, Concept Attainment, Cause & Effect, Integrative, Cooperative Learning, Synectics, Suchman). For each of the 10 different graphic organizers students will provide a written narrative explaining how the graphic organizer helps to facilitate the method being utilized in the classroom. The project should be submitted following these guidelines:

* A title page
* A table of contents
Narrative followed by graphic organizer (repeated 10 times)
An APA formatted works cited page showing all resources utilized (including your textbook)

Students will submit this project electronically via the course Blackboard site by the due date specified on the tentative course outline. Grading will be completed electronically utilizing Blackboard assignment scoring rubrics.

8. **Teaching Styles Inventory** (75 points) GEO 1; CO 1-10

Inherent in understanding the art of teaching is the ability to understand one’s own personal teaching style. Therefore, students will complete an online Teaching Style Inventory. The inventory will be available on our class Blackboard site and it will be the student’s responsibility to access the inventory. After completing the inventory and receiving scores students will need to do the following:

- Include a title page
- Summarize his/her results
- Respond to his/her results (for example: “What surprised you? What did you expect? What will this mean for you in the classroom?” and so on…)
- Include either a cut/paste of the results or a screen shot
- Include an APA formatted works cited page

Students will submit this project electronically via the course Blackboard site by the due date specified on the tentative course outline. Grading will be completed electronically utilizing Blackboard assignment scoring rubrics.

9. **Final Exam**: (100 points) GEO 1; CO 1-10

There will be a comprehensive Final Exam. Please check the tentative course schedule for a specific date and time for the final exam.

**Letter grades will be computed as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1080-972</td>
</tr>
<tr>
<td>B</td>
<td>971-864</td>
</tr>
<tr>
<td>C</td>
<td>863-756</td>
</tr>
<tr>
<td>D</td>
<td>755-648</td>
</tr>
<tr>
<td>F</td>
<td>647 or less</td>
</tr>
</tbody>
</table>

**Emergency Policy:** In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College’s website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies.
Grading:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Possible</th>
<th>Submission Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments</td>
<td>150 points</td>
<td>In class only</td>
</tr>
<tr>
<td>Case Studies</td>
<td>140 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>75 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Thematic Unit</td>
<td>200 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>100 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Teaching Styles Inventory</td>
<td>75 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Demonstration Lessons</td>
<td>160 points</td>
<td>In class only</td>
</tr>
<tr>
<td>Demo Lesson Variations</td>
<td>80 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
<td>In class only</td>
</tr>
<tr>
<td>Total Points Possible:</td>
<td>1080 points</td>
<td>XXXXXXXXXXXXXXXXXXXXX</td>
</tr>
</tbody>
</table>

Extra Credit Options:

The instructor will offer several opportunities for extra credit throughout the semester. Extra credit is not required of the instructor nor is it required of a student. A summary of opportunities, dates/times, locations and points possible is included below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Location</th>
<th>Time</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete and Return the Syllabus Acceptance Form</td>
<td>Located in your syllabus</td>
<td>n/a</td>
<td>3 points</td>
<td>The second class session</td>
</tr>
<tr>
<td>Schedule and Attend 1 Individual Writing Conference</td>
<td>BH 227</td>
<td>Various</td>
<td>3 points each conference = Maximum points earned 15 points</td>
<td>Verification provided by the Writing Center</td>
</tr>
<tr>
<td>Attend the Infant/Toddler Fair</td>
<td>HC Lobby</td>
<td>TBA</td>
<td>5 points</td>
<td>TBA</td>
</tr>
<tr>
<td>Attend 1 FEA meeting</td>
<td>Clubs Room</td>
<td>TBA</td>
<td>2 points</td>
<td>Verification provided by FEA President</td>
</tr>
<tr>
<td>Attend 1 FEA Event</td>
<td>TBA</td>
<td>TBA</td>
<td>3 points</td>
<td>Verification provided by FEA President</td>
</tr>
</tbody>
</table>
Late Submissions and Avoidance Expectations:

All student work is expected to be completed and turned in by the assigned due date. All graded, written assignments must be submitted in electronic form via our course Blackboard site unless otherwise specified by Mrs. Morris. Due dates are specified on the tentative course outline. Unless a technical issue with Blackboard or the fault of the instructor occurs due dates for assignments WILL NOT BE RESET and DUE DATES WILL NOT BE EXTENDED. Blackboard is available 24 hours a day/seven days per week and due dates are clearly outlined in advance. Resetting and/or date extensions are not necessary.

Additionally….

- No late work will be accepted after the last class session.
- Only legally documented absences (i.e. emergency room treatment, childbirth, court summons, military service requirement(s), non-elective surgery) will be considered for late acceptance. In these specific cases documentation must be provided, a due date will be agreed upon by the student and the Instructors and there will be no late penalty (if submitted by the new due date). This policy applies to class presentations as well as written assignments.
- Assignments submitted incorrectly through Blackboard will be considered late and, therefore, receive a grade of a zero. The only exception to this policy will be the first required assignments (Annotated Bibliography)
- Assignments submitted without a file attached or an incorrect file will be considered late and, therefore, receive a grade of a zero. The only exception to this policy will be the first required assignments (Annotated Bibliography).

Classroom Conduct:

Wor-Wic Community College respects the rights of faculty to teach and the rights of students to learn. Consequently, the college regards classroom civility as crucial to building and maintaining diverse, dynamic, and productive learning environments. Civil behavior is defined as behavior that is courteous, polite, and respectful. Students
in all programs should conduct themselves in a way that is respectful to their classmates, the instructor and the classroom environment. This includes, but is not limited to, avoiding any behavior that distracts their classmates or instructor from the subject matter or discussion during the full class period.

It is expected that, as current and future educators, all students will behave professionally. This includes being punctual, appropriately dressed, using correct language, refraining from unnecessary cell phone and/or computer use, and being respectful of the opinions of others. In the event that this behavior is not demonstrated, the overall learning environment may be compromised and, therefore, students will be referred to the Student Faculty Disciplinary Committee. Students are also encouraged to read the Wor-Wic Community College Cheating and Plagiarism Policy (on page 11 of this document). This policy will be enforced by your Professor with no exceptions.

**Academic Honesty:**

Academic honesty is expected of all students. Plagiarism and cheating are violations of academic honesty. Any student found violating the academic policy will receive an automatic “O” for the assignment and the matter will be handed over to the Student Disciplinary Committee. Documented evidence of the plagiarism or cheating will be kept in the Human Services Department Office.

**Plagiarism:**

In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

1. Any words quoted directly from a source must be in quotation marks and cited.
2. Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
3. Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
4. **All papers and presentations must be the student’s own work.**

Any student found violating any of the above guidelines for avoiding plagiarism will receive an automatic “0” for the assignment and the matter will be turned to the Student Disciplinary Committee. Documented evidence of the plagiarism will be kept in the General Education office.

There are ambiguities in concepts of plagiarism. Each instructor will be available for consultation regarding any confusion a student may have.

**Cheating:**

Cheating is the act of obtaining information or data improperly, by dishonest or
deceitful means. Examples of cheating are copying from another student’s test paper, obtaining information illegally on tests or other deceitful practices.

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**EDU 210 D01**  
**Tentative Course Schedule**  
**Spring 2017**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues. 01/17</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>Thurs. 01/19</td>
<td>Creating a Positive Learning Environment (Ch. 16)</td>
</tr>
<tr>
<td>2</td>
<td>Tues. 01/24</td>
<td>Creating a Positive Learning Environment (Ch. 16)</td>
</tr>
<tr>
<td></td>
<td>Thurs. 01/26</td>
<td>Educational Goals &amp; Standards (Ch. 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignments Due:</strong> Annotated Bibliography Due online by 01/27/2017 @ 11:59 pm</td>
</tr>
<tr>
<td>3</td>
<td>Tues. 01/31</td>
<td>Organizing Content (Ch. 2)</td>
</tr>
<tr>
<td></td>
<td>Thurs. 02/02</td>
<td>Lesson &amp; Unit Planning info.</td>
</tr>
<tr>
<td>4</td>
<td>Tues. 02/07</td>
<td>Organizing Content (Ch. 2)</td>
</tr>
<tr>
<td></td>
<td>Thurs. 02/09</td>
<td>Writing Objectives &amp; Daily Plans info.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignments Due:</strong> Teaching Styles Inventory Due online by 02/10/2017 @ 11:59 pm</td>
</tr>
<tr>
<td>5</td>
<td>Tues. 02/14</td>
<td>An Overview of the Models</td>
</tr>
<tr>
<td></td>
<td>Thurs. 02/16</td>
<td>An Overview of the Models</td>
</tr>
<tr>
<td>6</td>
<td>Tues. 02/21</td>
<td>Direct-Instruction Model &amp; Madeline Hunter Model (Ch. 4)</td>
</tr>
<tr>
<td></td>
<td>Thurs. 02/23</td>
<td>Direct-Instruction Model &amp; Madeline Hunter Model (Ch. 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignments Due:</strong> Graphical Organizers Due online by 02/24/2016 @ 11:59 pm</td>
</tr>
<tr>
<td>7</td>
<td>Tues. 02/28</td>
<td>Concept Attainment Model (Ch. 5)</td>
</tr>
<tr>
<td></td>
<td>Thurs. 03/01</td>
<td>Concept Attainment Model (Ch. 5)</td>
</tr>
<tr>
<td>8</td>
<td>Tues. 03/14</td>
<td>Concept Development Model (Ch. 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Demonstration Lesson today – K</strong>*</td>
</tr>
<tr>
<td></td>
<td>Thurs. 03/16</td>
<td>Concept Development Model (Ch. 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignments Due:</strong> Thematic Unit Due online by 03/17/2017 @ 11:59 pm</td>
</tr>
<tr>
<td>9</td>
<td>Tues. 03/21</td>
<td>Cause &amp; Effect Model (Ch. 9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Demonstration Lesson today – F</strong>*</td>
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<td>Thurs.</td>
<td>Cause &amp; Effect Model (Ch. 9)</td>
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<td><strong>Bring a hard copy of your demo lessons to Mrs. Morris when you present</strong>*</td>
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<td>Date</td>
<td>Day</td>
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| 03/23 |       | **Demonstration Lesson today – A**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present*** |
| 03/28 | Tues. | Review of Methods (Ch. 4 – 9)  
            **Demonstration Lesson today – B**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present*** |
| 03/30 | Thurs. | Review of Methods (Ch. 4 – 9)  
            **Demonstration Lesson today – G**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present*** |
|       |       | **Assignments Due:** Case Studies due online by 03/31/2017 @ 11:59 pm |
| 04/04 | Tues. | **Demonstration Lesson today – E**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present*** |
|       | Thurs. | **Demonstration Lesson today – H**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present*** |
| 04/11 | Tues. | **Demonstration Lesson today – C**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present*** |
|       | Thurs. | **Demonstration Lesson today – I**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present***  
            **Assignments Due:** Upload written Demo Lesson Variations to Blackboard by 04/14/2017 @ 11:59 pm |
| 04/18 | Tues. | **Demonstration Lesson today – D**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present***  
            Factors That Effect Teaching Models (n/a) |
|       | Thurs. | **Demonstration Lesson today – L**  
            ***Bring a hard copy of your demo lessons to Mrs. Morris when you present***  
            Factors That Effect Teaching Models (n/a) |
| 04/25 | Tues. | **Final Exam**  
            12:00 pm – 2:00 pm |

Please note the time change for your final exam.