



# EDUC 3301

## Math/Science Methods

### For the Elementary Teacher

### Spring 2020

#### **Instructor Information:**

Dr. Monica Gutierrez

E-mail: [monicag@sulross.edu](mailto:monicag@sulross.edu)

Phone: (830) 279-3021

Office Hours: Monday and Tuesday 11:00 a.m. –12:30 p.m.; Wednesday 3:00-4:30, Monday-Thursday 9:00 a.m.–11:00 a.m. - Internet Office Hours.

#### **Course Description:**

A study of effective teaching practices to enhance delivery of Math/Science in the elementary grades K-6.

#### **Class Sessions:**

Wednesday 4:30-5:45 p.m. Teleconference/Split-Web. Del Rio – 303, Eagle Pass B113, Uvalde B108

#### **Course Requirements and Grading:**

✓ Professionalism, Participation and Attendance  
10%

✓ Midterm Exam –10%

✓ Presentations – 35%

✓ Lesson Plans – 10%

✓ Classroom Field Experience – 20%

✓ Evidence of Learning

Binder & Oral Defense – 15%

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 and ↓

---

Total of 100%

# Student Learning Outcomes

The learner will:

1. Construct lesson plans following the Madeline Hunter lesson cycle. TEKS and objectives, alongside PPR Standards will be included in the lesson plans.  
*Assessment:* Presentations, Lesson Plans
2. Utilize instructional technological resources to enhance student learning.  
*Assessment:* Presentations
3. Review responsibilities related to the STAAR standardized assessment.  
*Assessment:* Classroom Discussions, Presentations
4. Identify the range of individual developmental differences and how to differentiate instruction for students in early childhood through grade 6.  
*Assessment:* Videos, Presentations, Lesson Plans
5. Become familiar with and keep documentation of the math and science TEKS, grades K-6. The learner will keep an organized system of file folders for the different lessons presented and will be able to orally explain the purpose of the different TEKS.  
*Assessment:* File Folders/binder, Oral Defense
6. Make a group presentation in both math and science, which will be graded utilizing a rubric. This lesson will be presented to fellow classmates, and will include visuals, demonstrations, and activities as to how to teach concepts.  
*Assessment:* Presentations, Class Discussion, Exam
7. View videos in class that demonstrate best practices of teachers teaching math and science lessons via a virtual classroom format. Students will turn in a notebook summarizing their learning experience.  
*Assessment:* Videos, Field Experience, Notebook
8. Review competencies and domains in the Math and Science areas on the Core Content exams.  
*Assessment:* [www.texas.ets.org](http://www.texas.ets.org)
9. Take part in a 10-hour field experience that exposes them to actual teaching, with at least 5 hours being interactive hours.  
*Assessment:* Field Experience

## **BA Interdisciplinary Studies (SLOs, Marketable Skills, & Dissemination Plan)**

### **Student Learning Outcomes**

1. BA Interdisciplinary Studies: SLO 1- Students will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8 (EDUC 3304).
2. BA Interdisciplinary Studies: SLO - 2 Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.
3. BA Interdisciplinary Studies SLO - 3 Students will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

### **Marketable Skills**

1. Students have the ability to understand human growth and development.
2. Students have the ability to recognize the influence of diverse social-cultural factors.
3. Student have the skills to utilize multiple methods and strategies to achieve a goal.
4. Students have the skills to effectively use technology.

### **Dissemination Plan**

1. Instructors will include the marketable skills in course syllabi
2. Instructors will include assignments in writing and speaking so student will demonstrate these skills throughout the semester.
3. Instructors will discuss the four marketable skills with students to assure that they understand and can demonstrate each of them.

## **SACSCOC—Accreditation**

### **Student Learning Outcomes**

SLO 1—Students will observe and identify range of individual developmental differences that characterize student in early childhood through grade 6.

SLO 2—Students will identify assessments to analyze children’s strength and needs for planning instruction.

SLO 3—Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

### **Evaluation:**

The learner will be evaluated utilizing the following methods in order to ensure that the learning outcomes are being addressed: The learner will make a small group classroom presentation over both a Math and Science lesson. Classroom discussions will follow these presentations and these presentations will be graded using a rubric. Additionally, the learner will write lesson plans in both Math and Science. Also, the learner will participate in a 5-hour field experience alongside with viewing videos of master teaching. Submission of written summaries and a reflection paper will be required. A midterm exam that focuses on utilizing TEKS and writing lesson plans will be administered. An individual oral defense exam will take place at the end of the semester with file folders/binder turned in. Students will take practice Generalist Exams at the beginning and end of the semester.

## **TEXES Standards**

### **Generalist EC-6 Standards**

#### **Math Standards:**

*Standard VII. Mathematical Learning and Instruction:* The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

*Standard VIII. Mathematical Assessment:* The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

***Standard IX. Professional Development:*** The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.

### **Science Standards:**

***Standard VIII.*** The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.

***Standard IX.*** The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.

***Standard X.*** The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and space science.

# TE<sub>x</sub>ES Standards

## Pedagogical and Professional Responsibilities (PPR) Standards (EC-Grade 12)

**Standard 1.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC-12  <i>The beginning teacher knows and understands:</i>	Application: What Teachers Can Do Teachers in Grades EC-12  <i>The beginning teacher is able to:</i>
<p><b>Students</b></p> <p>1.6k appropriate strategies for instructing English language learners.</p>	<p><b>Students</b></p> <p>1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;</p> <p>1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners.</p>
<p><b>Content and Pedagogy</b></p> <p>1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);</p> <p>1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;</p> <p>1.11k current research on best pedagogical practices.</p>	<p><b>Content and Pedagogy</b></p> <p>1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction</p> <p>1.9s plan instruction that reflects an understanding of important prerequisite relationships;</p> <p>1.11s use a variety of pedagogical techniques to convey information and teach skills.</p>
<p><b>Selection of Instructional Goals and Objectives</b></p> <p>1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</p> <p>1.13k the importance of developing instructional goals and objectives that can be assessed;</p> <p>1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and</p> <p>1.15k the importance of aligning instructional goals with campus and district goals.</p>	<p><b>Selection of Instructional Goals and Objectives</b></p> <p>1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</p> <p>1.13s develop instructional goals and objectives that are able to be assessed;</p> <p>1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and</p> <p>1.15s develop instructional goals and objectives that reflect different types of student learning and skills.</p>
<p><b>Resources</b></p> <p>1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and</p>	<p><b>Resources</b></p> <p>1.16s use various types of materials and other resources to aid in preparing and implementing</p>

<p>assessing learning.</p> <p>1.17 k the importance of knowing when to integrate technology into instruction and assessment; and</p> <p>1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.</p>	<p>instruction.</p> <p>1.17s use technological tools to promote learning and expand instructional options; and</p> <p>1.18s use resources available outside the school (e.g., museums, businesses, community members to enhance students' learning opportunities.</p>
<p><b>Designing Coherent Instruction</b></p> <p>1.19k the importance of designing instruction that reflects the TEKS;</p> <p>1.20k features of instruction that maximize students' thinking skills;</p> <p>1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;</p> <p>1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;</p> <p>1.23k the benefits of designing instruction that integrates content across disciplines;</p> <p>1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.</p>	<p><b>Designing Coherent Instruction</b></p> <p>1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;</p> <p>1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;</p> <p>1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;</p> <p>1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and prospective</p> <p>1.23s provide students with opportunities to explore content from many perspectives.</p>
<p><b>Assessment of Student Learning</b></p> <p>1.25k the role of assessment in guiding instructional planning;</p> <p>1.26k the importance of creating assessments that are congruent with instructional goals and objectives;</p> <p>1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction.</p>	<p><b>Assessment of Student Learning</b></p> <p>1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;</p> <p>1.25s communicate assessment criteria and standards to students;</p> <p>1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;</p> <p>1.27s promote students' use of self-monitoring and self-assessment.</p>

**Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

<p><b>Teacher Knowledge: What Teachers Know</b> Teachers of Students in Grades EC-12</p> <p><i>The beginning teacher knows and understands:</i></p>	<p><b>Application: What Teachers Can Do</b> Teachers in Grades EC-12</p> <p><i>The beginning teacher is able to:</i></p>
<p>Establishing an Environment for Learning and Excellence</p>	<p>Establishing an Environment for Learning and Excellence</p>

<p>2.4k the importance of communicating enthusiasm for learning; and</p> <p>2.5k the necessity of communicating teacher expectations for student learning.</p>	<p>2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and</p> <p>2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.</p>
--	--

**Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

<p><b>Communication</b></p> <p>3.1k the importance of clear, accurate communication in the teaching and learning process;</p> <p>3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;</p> <p>3.3k spoken and written language that is appropriate to students' ages, interests, and backgrounds; and</p> <p>3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.</p>	<p><b>Communication</b></p> <p>3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;</p> <p>3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;</p> <p>3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;</p> <p>3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;</p> <p>3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and</p> <p>3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.</p>
<p><b>Engaging Students in Learning</b></p> <p>3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;</p> <p>3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.</p>	<p><b>Engaging Students in Learning</b></p> <p>3.7s create lessons with a clearly defined structure around which activities are organized;</p> <p>3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process;</p> <p>3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;</p>



	<p>3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and</p> <p>3.14s encourage students' self-motivation and active engagement in learning.</p>
--	--

## Texas Administrative Code

[TITLE 19](#)

EDUCATION

[PART 7](#)

STATE BOARD FOR EDUCATOR CERTIFICATION

[CHAPTER 247](#)

**EDUCATORS' CODE OF ETHICS**

RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

---

Enforceable Standards.

(1) **Professional Ethical Conduct, Practices and Performance.**

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) **Ethical Conduct Toward Professional Colleagues.**

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes

or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**(3) Ethical Conduct Toward Students.**

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

# Course Outline

## **Pedagogy**

(TEExES PPR Standards: 1.6k, 1.1s, 1.2s , 1.7k, 1.9k, 1.11k, 1.6s, 1.9s, 1.11s)

- Implementation of TEKS in math/science lesson
- Relationship to prior/future learning
- Content sequence
- Instruction serving English Language Learners

## **Designing Instruction**

(TEExES PPR Standards: 1.12k-1.16k, 1.12s-1.16s, 1.19k, 1.21k, 1.24k, 1.19s-1.12s)

- Development of instructional goals and objectives
- Utilize content sequence
- Develop goals that are measurable and can be assessed

## **Assessing Student Learning**

(TEExES PPR Standards: 1.25k, 1.26k, 1.30k, 1.24s-1.27s)

- Monitor student learning and provide feedback
- Monitor lesson presentation and connect with original instructional goals and objectives and with the STAAR exam.

## **Meeting Students' Academic Needs**

(2.4k, 2.5k, 2.4s, 2.5s, 3.1k-3.4k, 3.1s-3.6s, 3.5k, 3.11k, 3.7s-3.9s, 3.13s, 3.14s)

- Engaged learning
- Teacher expectations
- Clear administrative directions
- Relates instruction to interests and emphasizes value/importance
- Provides enrichment/extension

## TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignment</u>
January 15	Introductions/Syllabus/Course Description, Expectations Math Concepts
January 22	Mathematical Development Video <a href="http://www.texas.ets.org">www.texas.ets.org</a>
January 29	Vocabulary & Writing Strategies/Math Learning Video Grades 1-2 Vocabulary & Writing Strategies/Math Learning Video Grades 3-6
February 5	Rubrics, Lesson Plans, TEKS - <a href="http://www.tea.texas.gov">www.tea.texas.gov</a>
February 12	Review the Educator Code of Ethics. Divide into groups. Students work in groups over lesson plans/presentation.
February 19	Math Presentations Grades K-2
February 26	Math Presentations Grades K-2
March 4	Math Presentations Grades K-2
March 9-13	Spring Break
March 18	<b>MIDTERM</b>
March 25	Science Presentations 6
April 1	Science Presentations 6 <b>Field Experience Journal Due</b>
April 8	Science Presentations 6
April 15	Evidence of Learning Portfolio individual presentations
April 22	Evidence of Learning Portfolio individual presentations
April 29	Evidence of Learning Portfolio individual presentations

## **ASSIGNMENTS AND REQUIREMENTS**

### **Professionalism, Attendance and Participation: 10%**

All students are expected to attend class regularly and be on time. Absences and tardies will result in a loss of points. Also, students are expected to participate in class discussions and class activities. The format of the class will be lecture, discussion, group activities, role-playing and presentations. Failure to participate will result in a loss of points. Demonstration of professionalism is expected in the field of education, as well as in this class.

### **Exam: 10%**

There will be a Midterm exam worth 10%. The exam will consist of short answer and/or essay questions. You will have 2 ½ hours to complete the exam. Part I consists of 6 essay questions worth 10 pts. each. For Part II, you will be given math TEKS and will need to come up with a lesson plan, incorporating all the steps of the Madeline Hunter Lesson Plan format.

## **Classroom Field Experience: 20%**

During the semester, you will need to complete 10 hours of classroom field experience in the math and science areas. **For full credit, you must view/experience a minimum of 10 hours of classroom teaching and interaction. At least 5 of the hours must be interactive!** Every time that you are demonstrating being **interactive** in the classroom, **highlight this section in yellow.**

You will need to keep a Classroom Field Based Experience Journal. After every field experience (10), you will type a summary of your observations and experience. Summarize what you observed and reflect on how viewing an actual teacher can help you as a future teacher. Use **key words** that we utilize in class as you document your field experience and **type them in red.**

After the 10 hours of actual field experience, type a three-page reflection detailing your OVERALL experience. Your typed summary (journal) pages and the typed three-page reflection will need to be turned in on April 1, 2020. Do not insert your typed pages in protective plastic sleeves. Note that this journal will also be graded on how visually appealing it is. Refer to the Field Experience rubric that is located under "Course Documents."

A log with dates, times and teacher signatures must also be submitted at the same time as the journal. All this documentation will be kept and filed in your student file in order to demonstrate observation hours as required by the state.

- 1. Turn in complete Field Experience Journal, Reflection and Log on April 1, 2020 to your campus secretary. This will all be forwarded to me via inter-campus mail.**
- 2. I will grade your Field Experience paperwork utilizing the Rubric.**
- 3. I will keep the 10 pages over each field experience hour as well as the log and will forward them to Susan Land once I grade your experience. She will file them.**
- 4. I will grade your 3-page reflection and will make comments.**
- 5. During Individual Portfolio Meetings, I will return your binder with activities, along with the 3-page reflection.**

## **Presentations: 35%**

Students will work on presentations related to math and science. Lessons will be presented to classmates and presentations will be graded utilizing a rubric. All students must have an equitable speaking part when presenting the lesson! You will be required to post Lesson Plans, PowerPoint presentations, as well as handouts and materials needed to the Discussion Board, when it is your turn to present. All others need to print out the handouts and bring to class, as well as bring necessary materials that are required to complete the activity. Please post any materials that students will need to bring for your presentation by **SUNDAY at NOON.**

**Lesson Plans: 10%**

Students will be expected to type up lesson plans and turn in prior to presenting their lesson. Only one person needs to post the lesson plan. Be sure the lesson plan is approved by all group members before it is posted. All students in the group will receive the same grade. Lesson Plans will be graded utilizing a rubric. Lesson Plans must be turned in the day prior to presenting.

**Evidence of Learning: 15%**

You will need to keep a binder with tabs for each of the different math and science lessons taught in this class by you and by your peers. Lesson activities need to be included in your binder. You will be asked to orally defend what you have learned/experienced by being exposed to the lessons presented.

**Disability Statement**

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College – Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: [kbiddick@sulross.edu](mailto:kbiddick@sulross.edu)

**Distance Education Student:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.