



Sul Ross State University
SPRING 2024 | ED 3307
Technology in the Instructional Setting



Instructor: Lori Yugen

Location: Web / Online (SRSU BlackBoard Collaborate)

Schedule: (Web/ Online) **(To Be Announced)**

Contact Information:

Office: MAB 307

Office Hours: (by appointment in Virtual Meeting)

Email: lalimboyoguen@sulross.edu *Please put “Name_Ed 3307_W01” in the subject heading

Final Exam/Project: **Wednesday, May 6th**

Course Description:

Fine Arts in the Classroom (3-0). Course is designed to introduce students to the principles of art, music, and theatre that can be related to the expressive and developmental needs of children in the Early Childhood-Sixth grade classroom. Students will learn basic techniques, activities, and strategies for integrating art, music, and theatre into the EC-6 curriculum.

Course Goal:

The goal is to support educators in enhancing curriculum and instruction through integration of the Fine Arts and Health. Arts and Health integration is a powerful pathway to learning for all K-6 students. The course will cover TEKS (Texas Essential Knowledge and Skills), a child’s artistic development, types of learning styles, teaching strategies & methods, interactive activities, multicultural projects, exploratory & discovery of a variety of cultural history and its involvement in art and health.

COVID Course Info:

If you are not feeling well, please inform the professor and your team. Continue to complete assignments don’t fall behind. The assignments will be on-line. Turn your daily work in by reading the instructions for submission. Due to the impact of the virus I request that keep a social separation of 6 feet. COVID testing will be held on Mondays and Wednesdays. Information will be released by the administration through your Sul Ross email. A vaccine day for free vaccines will be held on September 9th. If you test positive you need to fill out a “SELF REPORT”

Tech Assistance

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Remote Learning Guidelines: Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.

Required Format for Turning in Assignment Submissions:

When using Blackboard to turn in assignments, please turn in all of your assignments in by **Format Requested** (Microsoft Word, PPT, OR PDF formats). I will not accept work turned in using any other format. Every assignment must be typed or digitally uploaded, unless otherwise noted. For written work (research papers, essays, discussions, etc) all work should be double -spaced, Times New Roman, 12- point font.

***Please submit all documents using the following description:**

Last Name_First Name_3307_ (Assignment Name)

EXAMPLE : Yugen_Lori_3307_(Assignment Name)

Textbook, Materials, Equipment (Required)

You will need Internet access to Blackboard and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via Blackboard. It is your responsibility to check Blackboard 9 and your email/Announcements daily!

Textbook – This book is not available on Amazon (Please see page 15 for instructions)

Integrating Educational Technology Into Teaching
 (Transforming Learning Across Disciplines)
 Roblyer & Hughs, **Edition #9**
 ISBN-13: 978-0134746418
 ISBN-10: 0134746414

Reading will be assigned and distributed in class & blackboard in each appropriate module. Please make sure that you stay on task and read all the necessary resources in the Modules.

Lab Materials & Supplies

You will be responsible for getting the required materials for this course. The necessary materials that will be used throughout the semester and for the assignments. You will need to go out and gather materials from Walmart, Hobby Lobby, Dollar Stores, Dollar Tree, Etc. List of materials is provided at the end of the Syllabus **(page 10)**.

Required Student Planner & Laptop & Content Notebooks Materials

These materials are the basic or common items that every student needs to bring. During the week of each activity the modules provided in blackboard will inform what the students need for class.

- Personal Planner
 - You will need to manage and consistently update a student planner in this course. I will not micro-manage the organization of your planner. However, this represents your self-discipline to organize course responsibilities, manage time and meet course assignment deadlines.
- Laptop & Headphones
 - You will need to bring your laptop & headphones every day to class. This tool will be very important for you to use during class activities, attendance, and more. Headphones will be needed for breakout rooms and other activities.

Required Technology (Applications & Platform) – Found On Page 11

<i>Devices</i>	<ul style="list-style-type: none"> ○ Computer / Laptop ○ Iphone / Smartphone ○ 2nd Webcam need to show process and teaching abilities ○ *(Live) ○ Vlogging Kit (Can buy at Walmart/Dollar Store/ Etc) (Required)
<i>Applications & Platforms</i>	<ul style="list-style-type: none"> ○ OneDrive (SRSU Account) – Make sure you know your login information. ○ Google Drive (Personal Account) – Make sure your given name is on the profile. ○ MS Teams App (Sign up) – Direct Communication To Teacher
<i>Instructed Created Accounts</i>	<ul style="list-style-type: none"> ○ Canva (Setup Account - ITM) ○ YouTube (Setup Account - ITM) ○ iMovie App (Iphone) – Video Creation For Assignments ○ InShot App (Smartphones) – Video Creation For Assignments ○ Bitmoji – (Setup account ITM)

Student Learning Outcomes:	<p>The graduating student with a B. S. in Education will:</p> <ol style="list-style-type: none"> 1. Students will demonstrate effective lesson planning. 2. Students will demonstrate written and oral proficiency through a variety of instructional strategies. 3. Students will demonstrate effective evaluative processes for assessing student learning
Marketable Skills:	<ol style="list-style-type: none"> 1. Students have the ability to teach diverse learners in an inclusive learning environment. 2. Students have the ability to assess student learning. 3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting. 4. Students have the ability to construct a classroom management plan. 5. Student have the ability to effectively use technology to communicate <p>SLO's are assessed as follows:</p> <ul style="list-style-type: none"> • Reflection Assignments assess SLO's 1-3 • Elements Assignments assess SLO's 1-3 • Content Study Notebook assesses SLO 2-3

Course Objectives and TExES Competencies Addressed:	Students will read, reflect on, examine, analyze, and evaluate a variety of resources relating to the Course Standards listed below:
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Technology Applications EC–12 Standard VII

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

<p>Competency 003: The Technology Applications teacher knows how to plan, organize, deliver and evaluate instruction that effectively utilizes current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students. The beginning teacher:</p>	<ol style="list-style-type: none"> A. Knows how to implement developmentally appropriate instructional practices, activities and materials to improve student learning. B. Knows how to implement lessons using diverse instructional strategies. Page 3 C. Demonstrates knowledge of issues related to the equitable use of technology for diverse populations. D. Knows how to implement instruction that allows students to solve problems by posing questions, collecting data and interpreting results. E. Knows how to develop and facilitate collaborative tasks among group members, incorporating diverse perspectives while exploring alternative solutions. F. Knows strategies to help students learn how to locate, retrieve, analyze, evaluate, communicate and retain content-related information from a variety of texts and digital sources. G. Knows how to evaluate student projects and portfolios using various assessment methods (e.g., formal, informal). H. Knows how to promote effective self-evaluation and use of feedback from peers. I. Knows the relationship between instruction and assessment. J. Knows how to adjust instruction based on assessment results. K. Demonstrates knowledge of emerging technology and its role in education. L. Knows the importance of self-assessment and planning for professional growth.
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<p>Competency 009: The Technology Applications teacher knows how to design, produce and distribute multimedia products. The beginning teacher:</p>	<ol style="list-style-type: none"> A. Demonstrates an understanding of the impact that digital publications have on current and emerging media environments. B. Knows how to apply copyright laws, licenses, and fair use (including Creative Commons and public domain) as well as use digital information such as attributing ideas and citing sources. C. Knows how to explain the ethical impact that digital publishing and audio and video production have on society. D. Knows how to create pre-planning designs such as rough sketches, storyboards and brainstorming. F. Knows how to design and implement procedures to track trends, set timelines and review and evaluate progress for project completion. G. Knows how to create a portfolio to document work experiences and samples
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Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Child development
- Learning theories
- TEKS organization, structure, and skills
- TEKS in the content areas
- Classroom management/ developing a positive learning environment
- Pedagogy/ Instructional Strategies

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU.

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 228	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator: preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development.
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

Course Policies & Requirements:

Academic Honesty - Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in whole or part for another course and/or professor;
- Turning in another person's work as one's own;
- Copying from professional works or internet sites without citation;
- Collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!

Here is my policy on plagiarism for this course:



The first offense of plagiarism, in part or in whole, will result in a failing grade on that assignment(s). The second offense, in part or in whole, will result in a final grade of "F," and the student will be recommended for dismissal from the university. If the student cheats on the midterm or final, the student automatically fails the semester, whether this was their first offense or not. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

A. D. A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartz-Grisham, M.Ed.,
LPC Counseling and Accessibility
Services, Ferguson Hall 112
Mailing Address: P. O. Box C-171; Alpine, TX
79832 Phone: (432) 837-8203
E-mail: mary.schwartz@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - It is highly recommended you attend class. Attendance in an online class comes from logging into Blackboard, reading, and completion of assignments.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Contacting the Instructor: My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line for any e-mail communications: YOUR NAME: EDUA 3312- Subject of E-mail.

Distance Education: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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

	<p>and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.</p> <p>Late Assignments: All course content will remain open. Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of “F”.</p> <p>DO NOT EMAIL ANY LATE WORK DOCUMENTS!</p> <p>Library Services: The Bryan Wildenthal Memorial Library in Alpine offers free resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).</p> <p>Make Up Exam Policy: Make up exams will only be given because of documented emergency situations such as severe/extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam OR bring in a validated excuse upon their first day back in the course. Please note that make up exam will not be the same as the ones given in class.</p> <p>On Writing Well: The members of the Education faculty believe that it is important that students be encouraged to write well in classes other than English. To that end, major assignments, such as the Reading Reflections and the Fine Arts Element Assignments contain writing intensive components. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: Use Spelling & Grammar Check).</p> <p>Writing Tutoring: Students needing assistance with writing are urged to use the services of the Writing Lab, part of the Tutoring and Learning Centre, located in the Bryan Wildenthal Memorial Library first floor. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.</p>
<p>Course Format:</p>	<p>This is a hybrid course. You will find all information in Blackboard. This course contains module (readings, videos, discussions, and a variety of assignments. A variety of approaches will be included in the course that includes discussion, small group, presentation, student presentation, lecture, gathering assessment data, and observation.</p> <ul style="list-style-type: none"> Your ability to devote a minimum of 6-8 hours per week to your course is point one. If you don't have that kind of time right now, drop the course and take it later. Assignments will not be accepted after the due date. A grade of “incomplete” will not be given for this course. Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point two. Read the syllabus and review the course calendar to know what to do each week. Read, Study, & Follow the syllabus and calendar. Your commitment to a steady a continual effort is point three. Work consistently. Don't wait until the last minute to rush through assignments. I provide feedback on Blackboard for your Blackboard Submissions. Contact me through your SRSU email account or MS TEAM App. Please stay in touch throughout the course. <p>Your determination to maintain a sense of adventure. Sharpen your coping skills. We are all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but exercise patience and ignite your sense of humor, just in case. Contradictions, ambiguities, and change are nature states of affairs, expand your comfort zone. Between stimulus and response lies a space. In that space, you have the power to choose your response. In your response lies your growth and your freedom. Grow and be free!</p>
<p>Feedback Policy:</p>	<p>I am very good at getting back to you in a timely fashion. Using the MS Teams App will greatly expedite your important message to me. I try to check all my messages several times a day so you can usually get a response within a couple of hours but allow me up to 3-4 hours to respond to your communication. I understand how important it is for you to get clarification or an answer to a question as soon as possible! The best way to get in touch with me is through the class MS TEAMS APP. I grade throughout the week as assignments come in each Monday of the week at 6pm. You will have your grades constantly updated. If anything happens and I am going to be out of the loop for a couple of days (traveling, a conference etc....) I will let you know in advance. With this in mind, however, Monday – Friday I'm unavailable after 6 and unavailable on the weekends).</p>

	<p><i>Please follow these guidelines when emailing your professor:</i></p> <ol style="list-style-type: none"> 1) Include a salutation (Dear Professor Yugen,) 2) Provide your name, class, and section 3) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck. 4) Additionally, email is not the best way to teach; therefore, I do not respond to emails asking me to “look over” assignments. If you want to discuss any aspect of your work, please come to office hours. 5) Acknowledge that you have received my email with a simple, “Thank you” and a follow-up regarding your problem, issue, or concern; otherwise, I will be wondering whether or not your issue has been resolved.
<p><u>Instructors’ Responsibilities:</u></p>	<p>The instructor will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.</p> <p>The instructor will field any question on the course content</p> <p>The instructor will return assignments in a reasonable amount of time.</p> <p>The instructor will hold office hours and answer student e-mails on the course.</p>
<p><u>Student Responsibilities:</u></p>	<p>You are responsible for attending all lectures, taking notes and completing the readings.</p> <p>You are responsible for getting notes from a missed class from a classmate.</p> <p>You are responsible for turning in assignments on time.</p> <p>You are responsible for taking exams that are assigned.</p> <p>You are responsible for verifying your enrollment in or withdrawal from the course.</p> <p>If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an “F” for the course.</p>
<p><u>Lesson Structure</u></p>	<p>This course is a review course of the Technology Applications components of Domain I-V. There will be 12 units for this course. Within each unit will be a series of weekly folders with a “To-Do List” of the readings and assignments for that week. Each week you will have a reading or series of readings to complete, along with one to two assignments. The weekly folders will open on Monday of each week, with assignments due on the following Monday’s by 6pm.</p>
<p><u>Readings:</u></p>	<p>Each lesson will consist of a required reading or readings from an Art, Music, Theatre Health, and Physical Education or Integrated Fine Arts primary textbook or combination depending on the lesson. (All readings will be provided via Blackboard.)</p>
<p><u>Assignments:</u></p>	<p><u>Reading Reflection Questions:</u> Reading and comprehending the text is a critical part of understanding the material and successfully completing the course. Each week you will complete and turn in short answer questions based on the assigned readings for that week. (See Appendix I for complete details.)</p> <p><u>Technology Applications Assignments:</u> Some areas of the Technology Applications require additional content knowledge for success passing. The assignments are designed to boost your knowledge of TExES Standards, technology history and application, and trends throughout history. Instructions specific to that week’s assignment will be found on the assignment instructions in Blackboard. (See Appendix II for Complete Details)</p> <p><u>MidTerm / Final Exama:</u> You have purchased the Certify Teacher #905 Fine Arts/Health/Physical Education practice exam & software as part of the class. You will take two practice exams on Certify Teacher as part of this class and submit your score report for each. The first exam is a diagnostic exam taken in Week 1. The second exam is taken in Week 14 after completion of study mode for a minimum of 6hrs each in the Music, Art, and Theatre competencies.</p> <p><u>Attendance & Participation:</u> You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, turning in assignments ON TIME, asking questions and participating. Please note that not logging into Blackboard regularly, turning assignments on time, and/or not responding to instructor e-mails will lower your attendance & participation grade</p> <p>*WARNING NOTE – After the 2nd complaint of your team/ peers reporting no compliance you will result in points taken off.</p>

Grading Distribution:

Assignment	Number	Points Ea.	Assignment Total Points
Interdisciplinary Training Modules	11		100
Journal Reflection Questions (Individual)	8	20	160
Hands On ED Tech Assignments (Collaborative / Discussion)	8	20	160
ePortfolio (Individual Submission)	1	100	100
Research & Analysis	3		120
Interview #1 Interview #2 Analysis Research Report & Presentation		10 10 100	
Lesson Plan & Presentation (Small Group Submission)	2	50	100
Designed Lesson Plan Teaching Artifacts (Hands On w/ Educational Tech) Instructional Video		50 25 25	
Lesson Plan w/ Artifacts & Instructional Video (Peer Critiques)	2	50	100
Attendance & Participation	1	50	50
Final Project	3	50	150
Part #1: Final Project Proposal Plan Part #2: 1-page progress report (project reflection) Part #3: Final Project with Final Reflection		25 25 100	
			2800 Points

Grading Breakdown:

Grade of "A"	=	2700+ points	Grade of "D"	=	1150 - 700 points
Grade of "B"	=	2200 – 1700 points	Failing Grade "F"	=	650 - 000 points
Grade of "C"	=	1690 – 1200 points			

Please monitor your "My Grades" are in Blackboard for grades on Assignments
ASIDE: There will be opportunities to earn extra credit by attending art events & exhibitions

Final Note

It's worth noting that there's a predictable and positive correlation between careful time management and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly. No extra points, no extra credit work will be assigned, so don't ask.

You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule. You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them.

You will get the grade you earn, not the grade I give you.

Appendix I: Journal Reflection Questions

I. Learning Objective

The reading reflections are designed to build knowledge and skills related to the knowledge and study of the fine arts in the elementary setting including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in standard English.

II. Directions

Each week students are assigned a reading or series of reading from a Fine Arts textbook to read. After reading the assigned pages you will answer the assigned reflection questions based on the topics and information found in the reading. Reflections are not designed to be exhaustive, but to allow you to think, process, and reflection on what you have read. Answer each reflection question in 300-400 words. One- or two-word answers will result in a grade of “0pts” for that week.

III. Format

Assignments must be completed in Microsoft Word. All pages to be 1.5 spaced, using 12pt Times New Roman or Cambria font.

- Your Name, Date, EDUA or EDSR 3307 and the assignment week need to be in the upper right- hand corner of the page.
- Reflection Week _____ on next line, centered
- Each Required Question Answered
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SUMMARY
- Assignments must be saved in either .docx or .pdf format and submitted via Blackboard. Submissions in any other format will result in a grade of “0pts” for that week.

IV. Submission Instructions

- Once you have completed the Reflection questions for the assigned Reading, save your answers in the following format [**Last Name_EDUA 3307_Reflection_#**].
- Save your answers in .docx or .pdf format ONLY.
 - Blackboard cannot read .pages documents. If you submit your assignment in a format that cannot be read by Blackboard you will not receive any points for that week.
- Submit your answers in Blackboard using the submission link for that week. The assignment and submission link will be found in that week’s folder.
- Reflection Questions will be submitted through SafeAssign to guard against plagiarism.

V. Grading Rubric

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	10	8	7	6
Answers all elements of questions.	20	16	14	12
Evidence of Synthesis & Interpretation	5	4	3.5	3
Formatting – Follows all directions	5	4	3.5	3
	40pts	32pts	28pts	24pts

UNIT MODULE CLASSROOM MATERIALS

Please purchase the items only in BLUE. Don't panic please wait for instructions in class.

DRAWING

- Phone – Camera (Will be used for documentation of work)
- Printer Paper (White)
- (1) Crayola Markers Set of 10 ct
- (1) Crayola Colored Pencils 12 ct
- WhiteBoard
- DryErase Markers