

Welcome to our second-grade blended reading class, where we're diving into the wonderful world of poetry! Throughout this unit, we'll explore the richness of poetry, delving into themes, stanzas, and figurative language. Our journey will cater to various learning styles, ensuring every student feels empowered and engaged.

Where does the Overview/Introduction/Start Here module fit into the overall course map or design?

At the outset of the course, students will find clarity and direction as they enter the Google Classroom and click on the "Start Here" button. There, they will encounter a welcome video offering an overview of the course, alongside essential documents such as the syllabus and calendar. Moreover, the learning targets for the unit will be readily accessible, providing students with a clear understanding of what they will achieve throughout their learning journey. This structured approach ensures that students are equipped with the necessary information and guidance from the very beginning, setting a solid foundation for their engagement and success in the course.

Where are you sharing the main course goal and outcomes with your learners?

In my course syllabus, I've outlined the main goals of the class. The welcome video I've prepared introduces students to the course and sets the tone for our learning journey. Additionally, I've provided learning targets for every module to ensure students know what to expect and what they'll be working towards in each lesson. Having these set goals from the outset helps guide our learning and keeps us focused throughout the course.

How does the module align outcomes, activities and assessment?

The course is structured to ensure that every activity directly contributes to meeting the learning targets set for the end of each unit. Each task is carefully aligned with the specific goals to cater to the diverse needs of students and enable them to showcase their proficiency in the designated learning areas. This approach ensures that students have a clear understanding of the objectives and allows for focused and purposeful learning throughout the course. I also made sure the activities, modules and assessments aligned with the 3-column table and are connected to it. When designing the modules, I made sure to reference the column table.

Is this student-centered or teacher-led?

The course is crafted to be predominantly student-led, fostering autonomy and engagement in their learning journey. I've provided students with several assignment choices to cater to their individual interests and preferences. Emphasizing discussions and peer reviews encourages collaboration and critical thinking. While the beginning of each lesson will have a more teacher-led approach to set the stage and introduce new concepts, the overall structure allows for student empowerment and active participation in their learning process.

What is the scope or range of the instructor's role (i.e. Presenter, Facilitator, Coach, Mentor)?

In this unit course, my role is versatile, adapting to the needs of my students. Sometimes, I take on the role of a presenter, delivering content and guiding learning. Other times, I become a facilitator, supporting students' needs and providing assistance as necessary to ensure their understanding

and progress. This flexibility allows me to effectively meet the diverse learning requirements of my students and create an environment conducive to their success.

Is the course blended or fully online?

My class follows a flipped classroom model, where I deliver short mini-lessons and students have the flexibility to engage with assigned materials, including videos and anchor charts. Each week, we focus on a different learning target to keep our objectives clear. This structure is intentionally simple and consistent, ensuring that my third-grade students can easily navigate and understand each unit.

How are you introducing the course and yourself and how are you building the learning community?

I introduce myself at the beginning of each unit and at the start of the school year, ensuring students and parents are familiar with me. Additionally, I send a welcoming letter home to parents to establish open communication. Throughout the course, I foster a strong learning community by facilitating discussions, encouraging peer feedback, and implementing collaborative projects. These activities aim to empower students, nurture a sense of community, and promote effective collaboration among peers.

What is the ratio or percentage of synchronous to asynchronous collaboration?

The ratio of synchronous and asynchronous collaboration varies depending on the module, but typically it's evenly split at 50/50. In the classroom, students primarily engage in real-time collaboration and work together on projects. However, during independent study periods or when at home, they participate asynchronously through discussion boards and project work. This dual approach allows for self-pacing and empowers their learning journey. Additionally, it enables them to collaborate with peers in real-time if they encounter confusion or need assistance, fostering problem-solving skills and enhancing their overall learning experience.

How will you address the infrastructure, system, and support needs and issues the learner may face?

I've opted to utilize Google Classroom as the Learning Management System (LMS) for my course, aligning with the district's platform preference, despite my limited prior experience with it. Fortunately, I have the added support of fellow teachers who are familiar with Google Classroom and can assist me in troubleshooting any issues that may arise. Additionally, I'll be accessible during class time to address immediate needs, and I've scheduled dedicated 30-minute sessions twice a week to provide support for students who may require assistance outside of regular class hours. This approach ensures that students receive the necessary guidance and support to thrive in their learning journey.

