SJSU SAN JOSÉ STATE UNIVERSITY

Connie L Lurie College of Education · Special Education

Inclusive Pedagogy for Students with M/MSN

EDSE 230A

Fall 2025 Section 01 Hybrid 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/19/2025

Contact Information

Instructor:	Mrs. Annapoorni Peruvemba
Email:	annapoorni.peruvemba@sjsu.edu
Class Days/Time:	Wednesday In Person 4:00-6:45 PM 8/27, 9/10, 9/24, 10/8, 10/22, 11/5, 11/19, 12/3 and 12/10 Asynchronous 8/20. 9/3, 9/17, 10/1, 10/15, 10/29, 11/12.
Classroom:	Sweeney Hall 230

Instructor: Mrs. Annapoorni Peruvemba

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Course Description and Requisites

Examination and application of evidence-based and high leverage practices for delivering instruction to students with mild/moderate support needs.

Prerequisite(s): Department consent.

Letter Graded

Classroom Protocols

1. Strive to arrive on time and remain for the entire class session.
2. Engage actively in discussions and activities—every voice matters, and we all have something to contribute and learn.
3. Treat classmates with respect and remain open to perspectives that differ from your own.
4. Use of laptops or other devices for note-taking, accessing course materials, and participating in activities is highly encouraged.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

This course is intended to assist students in meeting the competencies for the Mild Moderate Support Needs Teaching Performance Expectations (TPE) and the Universal Teaching Performance Expectations listed below:

Universal TPEs	1.3, 1.5, 3.2, 3.3, 3.4, 4.4, 4.6, 5.3, 6.1, 7.5
Mild/ Moderate TPEs	1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Describe and incorporate the components of Universal Design for Learning in their lesson plans for students with MMSN.
2. Describe the incorporate the components of explicit direct instruction in their lesson plans for students with MMSN.
3. Identify and implement evidence-based/high-leverage instructional strategies for teaching students with Mild Moderate Support Needs in a variety of instructional settings across content areas.
4. Develop and analyze lesson plans that address discipline-specific standards with related activities and assessments.
5. Create a learning segment to provide instruction and interventions to students with disabilities across 3-5 lessons.
6. Identify and deliver support in a variety of classroom settings and content areas, in collaboration with multiple stakeholders (e.g., paraprofessionals, families, co-teachers, etc).

Course Materials

Required Textbook

Strategies for Teaching Students with Learning and Behavior Problems, 10th edition

Vaughn & Bos (2020)

ISBN 13: 978-0-13-479201-9

[High-Leverage Practices for Students with Disabilities (https://highleveragepractices.org/)](https://highleveragepractices.org/)

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

1. **Asynchronous Module**s (7 x 10 points) 70 Points TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

Candidates will complete five online Modules during asynchronous class sessions, which may include reading assigned materials, viewing designated videos, and submitting responses to questions. Online modules can be found in CANVAS under the "Modules" tab.

1. **In Class Participation Activities** (8 x 10 points) 80 Points TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

Candidates will complete activities in class to demonstrate learning of course content including assigned readings and class lectures.

1. **Lesson Analysis for UDL** (15 Points) TPEs U4.4, 4.6, MMSN 1.4, 2.1, 2.8, 2.10, 4.1, 4.2

Candidates will review a given lesson plan for evidence of the principles of UDL and will adapt the lesson as needed. Students will work with a partner in class on this activity.

1. **RTI Data Analysis** (15 Points) TPEs U4.4, 4.6, 7.5 MMSN 1.4, 2.1, 2.8, 2.10, 4.1, 4.2

Candidates will analyze a given data set to make instructional decisions for their case study student.

Students will work with a partner in class on this activity.

1. **Lesson Plan** (20 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will develop a lesson plan demonstrating the components of explicit and direct instruction.

1. **Learning Segment of 3 lessons** (30 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will develop a three-lesson learning segment demonstrating a logical sequence of skills toward an instructional objective in English Language Arts.

1. **Instructional Strategy Demonstration** (20 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will work with a group of 3 students to demonstrate a given evidence-based instructional strategy from the textbook to the class.

✔ Grading Information

Assignment	Points	% of Grade	TPEs	CLOS

Asynchronous Module	70	23%	TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 7.5 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2	CLO 1-6
In Class Participation	80	27%	TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2	CLO 1-6
Lesson Analysis for UDL	15	5%	TPEs U 4.4, 4.6, MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2	CLO 1, 2
RTI Data Analysis	15	5%	TPEs U4.4, 4.6, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2	CLO 3, 4
Lesson Plan	50	17%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 2, 3, 4, 5
Learning Segment	50	17%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 4, 5, 6
Instructional Strategy Demonstration	20	7%	TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2	CLO 3, 6

Breakdown

Grade	Percentage	Points
A+	98-100%	294-300

A	92-97%	276-293
A-	90-91%	270-275
B+	88-89%	264-269
B	82-87%	246-263
B-	80-81%	240-245
C+	78-79%	234-239
C	72-77%	216-233
C-	70-71%	210-215
D+	68-69%	204-209
D	62-67%	186-203
D-	60-61%	180-185
F	<60%	<180

University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Topic	Notes
8/20 Asynchronous	Introduction	Introduction through discussion post.

1
 	
8/27
 	
In person
	High Incidence Disabilities	• Introduction and Overview of Syllabus
		• Recognizing High Incidence Disabilities
		• Types of Learning Disabilities
		  ◦ Dyscalcula
		  ◦ Dyslexia
		  ◦ Dysgraphia
		
		Lecture and Discussion
		
		What are the disability categories for students to receive special education services under IDEA?
		
		Post it note graph activity: Students with disabilities in your setting. Which disability groups might be considered as high incidence?
		
		Read: Vaughn & Bos Ch 1 Monitoring and Teaching for Understanding

2 9/3 Asynch	Universal Design for Learning	Complete IRIS module on Universal Design for Learning Complete assessment questions and submit your responses to CANVAS. 1. Describe the three principles of UDL. 2. Complete the case study for Mr. Schlotsky by rewriting the lesson goal, analyzing the instructional elements and removing barriers that might be present, 3. Convert the given lesson plan to a lesson plan that incorporates multiple elements of UDL. **Read and Review**: UDL Guidelines

3 9/10 In Person	Universal Design for Learning Scaffolding	**Putting UDL Principles into Practice** **Lesson Analysis for UDL:** In your table group, review the sample lesson provided. Analyze the le UDL. Modify the lesson as needed to remove barriers to learning and support the success of all slides to share with the larger group about the changes you would make to the lesson. **Lecture and Discussion:** Elements of Effective Instruction for High Incidence Disabilities • Scaffolded Supports • Use Flexible Groupings • View and Discuss Teaching Video HLP 15 Provide Scaffolded Support - **Table talk:** Identif in the lesson that the teacher provided scaffolded support to learners and discuss how the student learning. Reflect on what you learned and consider how you might use a similar sca setting. Exit ticket: After discussing as a group submit your own reflection of how you migh support in your setting. **Read**: HLP 15 Scaffolded Instruction (pgs 12-15) from HLP chapter on Instructional Practices **Read**: HLP 17 Use Flexible Grouping (pgs 16-19) from HLP chapter on Instructional Practices
4 9/17 Asynch	Response to Intervention	Complete IRIS Modules RTI Part 1 and RTI Part 2 Complete assessment questions and submit your responses to CANVAS. 1. Discuss the two models of identifying students with Learning Disabilities (Discrepancy Mo 2. Discuss the benefits of using the RTI Model 3. Complete the case study of Compton and identify the steps of RTI that can be used to sup in reading. Complete Questions from Module 2 and submit to CANVAS. 1. What are the four components of RTI? 2. The two types of assessment used in RTI are universal screening and progress monitoring of each of these two types of assessment. 3. Complete the table for Ms. Hayes. **Read**: Vaughn & Bos Ch 3 Response to Intervention and Multi-Tiered System of Supports

5 9/24 In Person	RTI Follow Up Social emotional Learning	Putting MTSS and RTI Into Practice MTSS / RTI Snapshot from IRIS Center Intervention and Prevention Using MTSS **MTSS / RTI Data Analysis** RTI decision making what does the data say - case study • Making instructional /decisions based on data - Case Study A do together • Case Study B and C complete with your table group • Share out findings **Lecture and Discussion:** Social Emotional Learning Strategies (textbook summary) • Students with LD & ADHD • Students with EBD - Positive behavior supports vs consequence interventions • Social Skills Instruction - acquisition of skill vs skill fluency View and Discuss Atlas Video 784 • How does the teacher explicitly teach social skills in this lesson? **In-Class Activity: Jigsaw 3 Resources** https://www.ldonline.org/ld-topics/behavior-social-skills/10-ways-support-social-and-emotional and-adhd https://www.mona.uwi.edu/cop/sites/default/files/resource/files/evidenced%20based%20tea EDC.pdf https://online.uc.edu/blog/teaching-social-skills-to-students-with-behavioral-disorders/ **Read and Discuss:** Tobin, C. E., & Simpson, R. (2012). Consequence maps: A novel behavior mana educators. *Teaching exceptional children*, *44*(5), 68-75. 1. How might consequence mapping support student self-awareness and self-determination **Read**: Vaughn & Bos Ch 4 Managing Behavior and Promoting Social Emotional Learning

6 10/1 Asynch	Executive Functions Environmental Supports	**Complete Module:** An In Depth Look at Executive Functions 1. Name at least four executive functioning skills. 2. At what age do most students' executive functions reach full maturity? 3. Describe how a learning disability in reading/writing/math may manifest itself in the classr 4. Describe the link between learning disabilities and difficulties with executive functions. 5. Name two school-related situations where a student would likely rely heavily upon their ex skills. 6. How are the learning skills and work habits connected to executive functions? What are th and/or differences? 7. Download your Certificate of completion **Read and Summarize:** Harlacher, J. E., Roberts, N. E., & Merrell, K. W. (2006). Classwide interventions for students with A teacher options beneficial for the whole class. *Teaching Exceptional Children, 39*(2), 6-13. Nordman, J., & Adcock, J. (2023). Addressing low frustration tolerance in students with learning *in School and Clinic, 59*(2), 133-137.

7 10/8 In Person	Oral Language Development & Dyslexia	**Lecture and Discussion:** • Oral Language Development • Why are oral language skills important? • What strategies to we have to promote oral language development? https://www.ldatschool.ca/oral-language-skills/#:~:text=Encourage%20oral%20participation.,talking%20to%20the%20whole%20class. Oral Language Toolkit **Read and Discuss:** https://dyslexiaida.org/oral-language-impairments-and-dyslexia/ Kearns, D. M., Hancock, R., Hoeft, F., Pugh, K., & Frost, S. (2019). The neurobiology of dyslexia. *TE Children, 51*(3), 175–188. How do oral language development and dyslexia interrelate? What are the overlapping characte could indicate dyslexia? What do we need to know about Dyslexia Assessment? Dyslexia Assessment Sample Assessment Report **Read**: Vaughn & Bos Ch 6 Assessing and Teaching Oral Language https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

8 10/15 Asynch	Explicit Direct Instruction	**View:** • Explicit Systematic Instruction Video from IRIS Center Videos • HLP#16 Use Explicit Instruction from HLP website **Read:** Foxworth, L. L., Hashey, A. I., Dexter, C., Rasnitsyn, S., & Beck, R. (2022). Approaching explic universal design for learning framework. *Teaching Exceptional Children, 54*(4), 268-275. **Read**: Vaughn & Bos Ch 2 Approaches to Learning and Teaching Submit responses to the following questions in CANVAS: 1. Describe the I do / We do / You do process of explicit instruction. 2. Discuss the significance of opportunities to respond for students with disabilities including emerging bilinguals. 3. After viewing Unedited Video Clip #1: Upper Elementary Small Group Math Lesson discus the math lesson about each of the following practices. Provide specific details. a. Explicit instruction – what elements were present in the video b. Opportunities to Respond c. Scaffolding d. Flexible grouping 1. How can EI and UDL be used with fidelity in tandem? 2. How can we enhance accessibility to research-based EI design and delivery by adopting a lesson planning? 3. What are some examples of UDL informed EI lesson components?

9 10/22 In Person	Phonological Awareness Phonemic awareness	**Lecture and teaching videos** • Lecture and discussion - Phonemic awareness, phonological awareness, and phonics - Ho together? • Watch and discuss teaching videos • Atlas video 1678: • Atlas video 630: • HLP Intensive Instruction (start at 8:00) • HLP Small Group Reading Instruction • What evidence-based strategies do we have to support students who struggle with found ◦ direct and explicit instruction in foundational skills **In class activity** • Choose one of the provided case studies on foundational reading skills from IRIS Data-Bas complete with your table group. Identify the case study student's strengths and challenges reading skills and the learning targets the teacher has set for the student. Describe at least can take next to support the student to reach the learning target. Describe how the teache progress for this student and make instructional decisions based on data. **Assessment / Exit Ticket** • Submit the case study response to CANVAS. Each student must submit the full response t in-class activity. **Read**: Vaughn & Bos Ch 7 Assessing and Teaching Reading: Phonological Awareness, Phonics, a

10 10/29 Asynch	Overview Structured Literacy Approach Math Strategies	Complete the following modules: 1. The Simple View of Reading (https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Academy/Literacy-Academy-on-Demand/Overview/The-Simple-View-of-Reading-1) 2. The Science of Reading (https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy-on-Demand/Overview/The-Science-of-Reading) Read: Structured Literacy Approach for Dyslexia (CA Dyslexia Guidelines) (https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf) **Complete**: IRIS Module Math Strategies Submit Responses to CANVAS 1. Name and describe the components of high-quality mathematics instruction. 2. Describe the purpose of Common Core State Standards for Mathematics. In addition, list a explain why these standards are recommended and commonly adopted. 3. Choose one of the scenarios below. Of the evidence-based practices discussed in this mo - Select two to address the student's needs. - Explain why you chose these two EBPs. Scenario 1: Elementary *Ali, a 3rd-grade student in Ms. Hunker's class, has a learning disability in mathematics. When h word problems, Ali struggles to figure out whether he needs to multiply or divide. Though fluen experiences some difficulty when doing long division, specifically remembering to implement a* Scenario 2: Secondary *Rebecca, a 10th grader in Mr. Haywood's geometry class, struggles to master and apply the ge polygons and the angles of polygons. When Mr. Haywood helps her work through a problem, s what she is doing, but she is currently unable to work through the problems independently. Mr. she often draws her figures inaccurately and sometimes does not draw a figure at all.* 1. View the video clip. Identify as least one EBP or effective classroom practice discussed ir how the practice(s) benefits the students and helps them to solve the problem 2. The module discussed three classroom practices (i.e., encouraging student discussion, pre multiple solutions, assessing student understanding). - Select any two and describe their importance for teaching mathematics. - Discuss how you plan to put these practices into effect in your own classroom. **Read**: Vaughn & Bos Ch 11 Assessing and Teaching Mathematics

11 11/5 In Person	Fluency and comprehension	**Lecture and Discussion** • Lecture and discussion of reading fluency • Understanding Oral Reading Fluency Probes & Reading Fluency Norms Understanding and Assessing Fluency (Reading Rockets) • Fluency Scale • Assessing Prosody **Evidence-Based Strategies for improving Oral Reading Fluency** • Repeated Oral Readings • Choral Reading / Echo Reading / Buddy Reading **In Class Activity** Choose one of the texts provided and demonstrate one of the reading fluency strategies with y in the group should demonstrate one of the four strategies until all strategies are demonstrated **Read**: Vaughn & Bos Ch 8 Assessing and Teaching Reading: Fluency and Comprehension

12
 	
11/12
 	
Asynch
	Secondary-level reading practices
	
	Content-Area Learning and Vocabulary
		Complete: IRIS Module Collaborative Strategic Reading - A Reading Comprehension Strategy to promoting reading comprehension in the content areas
		
		Submit responses to the End of Module Assessment Questions in CANVAS:
		
		1. Describe the differences between a good reader and a poor reader.
		2. Name four elements that can be used to teach comprehension. Explain how CSR addresse
		3. What are the four reading strategies that make up CSR? Explain each.
		4. Imagine that you are a fifth-grade social studies teacher. Having decided to implement CSI students into groups of five. Of the six roles described in this module, which five would you Explain.
		5. In this module, you learned about two methods of teaching group roles.
		    1. Identify and describe both methods.
		    2. Select the method you would use to teach group roles. Explain your preference.
		
		Review https://www.ldatschool.ca/learning-modules/supporting-early-literacy/5-pillars/compre the National Reading Panel's 8 strategies for improving Reading Comprehension.
		
		Choose 2 strategies and discuss how you would use them with older learners (middle school or required for this assignment even if you are currently teaching younger students. Give a specific from an age appropriate literature piece.
		
		1. Comprehension Monitoring: SQ3R strategy
		2. Cooperative Learning: Peer-Mediated Learning Approaches
		3. Graphic and Semantic Organizer
		4. Story Structure: Mind Maps
		5. Question Answering
		6. Question Generation
		7. Summarization
		8. Multiple Strategy teaching
		
		Complete: IRIS Module Case Study Comprehension & Vocabulary Grades 3-5 - Level C Case 1 (
		
		1. Develop three or four goals for Beth.
		2. Using the Comprehension & Vocabulary Grades 3–5 STAR sheets, select one strategy for the benefits of using this strategy to address the corresponding goal.
		3. Select one goal and describe one hands-on activity that will assist Beth in achieving that g
		4. Select one goal and describe an activity you could develop for Beth's parents to use at hor
		
		Read: Vaughn & Bos Ch 10 Assessing and Teaching Content-Area Learning and Vocabulary

13
 	
11/19
 	
In Person
	Writing and Spelling Strategies	**Lecture and Teaching Video**
		
		• Lecture and discussion - alphabetic principle - decoding - spelling - How do they all fit toge
		• Watch and discuss teaching videos
		  ◦ Atlas video #2298
		  ◦ Atlas video $1688
		
		Short Reading and Jigsaw Discussion *Activity is not optional. All students read and discuss b*
		
		• https://www.readingrockets.org/topics/phonics-and-decoding/articles/phonics-and-word-early-reading#:~:text=To%20help%20children%20map%20the,think%20about%2C%20and
		• https://www.readingrockets.org/topics/learning-disabilities/articles/spelling-and-students
		
		In Class Activity
		
		• Small group activity - With your table group demonstrate one of the following evidence-ba spelling:
		  ◦ cover-copy-compare strategy;
		  ◦ common spelling patterns;
		  ◦ root words;
		  ◦ say-trace-write strategy
		
		Lecture and Discussion: Executive Functioning and Writing Strategies
		
		• ◦ https://www.ldatschool.ca/developing-interventions-for-students-with-writing-disabil most-complex-academic-problem/
		  ◦ https://www.ldatschool.ca/srsd/
		• Teaching video
		
		• ◦ https://www.youtube.com/watch?v=k7XSsVXofX0
		
		In Class Activity
		
		• Small group activity - With your table group demonstrate one of the following evidence-ba (provide a Graphic Organizer). Include opportunities to provide peer feedback and student writing
		  ◦ POW
		  ◦ POW + TREE
		  ◦ TOWER
		  ◦ COPS
		
		Read: Vaughn & Bos Ch 9 Assessing and Teaching Writing and Spelling
		
		Why Children with Dyslexia Struggle with Writing and How to help them

11/26	No Class	Thanksgiving Break

14 12/3 In Person	Systematically designing Instruction	**View and Discuss** HLP #12 Video Systematically Designing Instruction 1. How did the teacher situate the lesson based on what came before and after? 2. What are the three components of Systematic Instruction? **Review:** Understanding by Design 1. How can teachers use backwards design to organize instruction toward a learning goal? 2. Why is this important? **In Class Activity - Think Pair Share:** Consider the three lesson sequence you are planning for yo take a moment to write down the overall goal for the lesson sequence and consider how each le students toward that goal.... (5-7 minutes think and write time) .... Share out your systematic desi consider feedback, and reflect on what can be improved with the design. (7-8 minutes) .... then s other partner share out (7-8 minutes) **In Class structured work time on Three lesson sequence** (30 minutes) **Review of Group Strategy Presentation Assignment and work time** (20 minutes) 1. Ensure all students are assigned to a group of 3 2. Groups select their strategy - no repeated strategies 3. Structured Group Work Time
15 12/10 In Person	Strategy Presentations	Final Exam Strategy Presentation