



# Comprehensive Centers Regions 18 & 19

## Distance Education with a Focus on the Pacific Context

### Module III: Designing and Implementing Curriculum in Distance Education

**May 28, 2021**

**1:00 PM HST**

# Agenda

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Welcome

Sign In: [SHEET](#)

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Getting to know everyone

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Overview

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Designing and Implementing Curriculum

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Questions and Answers



# Housekeeping

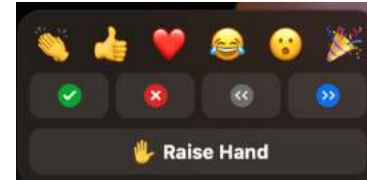
Use the **chat box** for questions, comments, and to participate in activities.



Please remain on **mute** when you're not speaking. Click **unmute** when you want to speak.



Share your **Reactions** throughout the presentation.



**Note:** This session is being recorded. The recording and PowerPoint will be made available after the session.

# Getting to know us



# Mike Menchaca, Ed.D.

Dr. Mike Menchaca is a professor in the Department of Learning Design and Technology, University of Hawai'i at Mānoa specializing in distance education. He conducts research on e-learning, technology integration, and social justice with technology. He has been teaching online since 1997. In his spare time, he likes to spend time with his family, travel, and play Scrabble.



# Catherine Acera-Cabrera



Catherine Acera-Cabrera is an 8th Grade Math Teacher at Francisco M. Sablan Middle School, Saipan, CNMI. She has been an educator with the CNMI Public School System teaching for eighteen years and counting. Her experience includes teaching at the elementary, middle, and college level. She is an active member of the CNMI PSS Instructional Technology and Math Learning Community. Her experience in teaching online classes started in July 2014 at PSS Educational Technology the CNMI PSS and has been a trainer of new and aspiring distance education teachers. In addition, she was an adjunct instructor for four years for the Northern Marianas College, Saipan. She started in Fall 2014, taught the math methodology and the educational technology courses for NMC School of Education. She participated in the Project Lead the Way (PLTW) training for trainers. She is a mother, a daughter, a sister, a friend, and an avid learner. She has three beautiful kids Caleb, Calen, and Cayli, and a supportive and loving husband. In her spare time, she and her family enjoy going to the beach, paddling and traveling.



# Michelle Taisacan



My name is Michelle Taisacan and I am a classroom teacher. I first went into teaching with the mindset that everyone can learn, and I still firmly believe that is true. Effort needs to be given on both ends--from the teacher and the student. I've taught mathematics at Marianas High School from 2007 until present. I started my first year teaching with all my classes as Algebra 1 but now I teach a variety of math subjects including Geometry, Algebra 2, AP Calculus AB and AP Statistics. My brain craves for a difference in teaching and learning topics throughout the day.

## Education Background

- 1998-2002 Graduated from Marianas High School
- 2002-2006 Received Bachelor's of Science in Mathematics at Eastern Oregon University
- 2006-2007 Received Master's in Teacher Education at Eastern Oregon University
- 2007-Present Continuing to receive life-long educational experiences through my career and life.
- 2021- State-Level Finalist for PAEMST



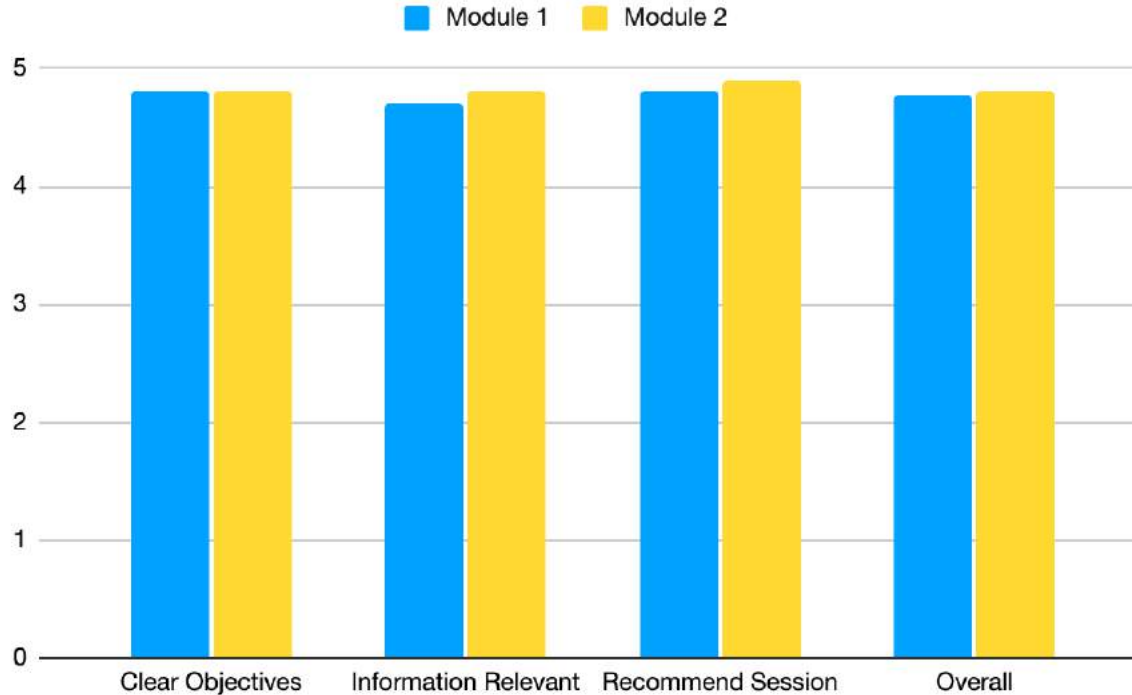
# Getting to know you



# Summary

- » Slightly more first time attendees than returnees (52% vs. 48%)
- » Mostly new to online teaching (nearly 70% at 0–1 years)
- » Mostly K–12 teachers (just over 50%)
- » Rest an even distribution of administrators, specialists, and higher education

# First & Second Module Evaluations



# Most Useful



# Recommendations and Interests

- » More time in breakout room
- » Time for sharing ideas
- » More tools and guides
- » More examples and discussion
- » Strategies for young learners
- » Training and orientation for students
- » Eventual list of tools and strategies
- » Diverse learners



Chat Discussion

# WHAT IS PACIFIC REGION- FOCUSED CURRICULUM?



# Objectives: Participants will...

- » Discuss designing and implementing curriculum
- » Review frameworks that focus on culture and context
- » Explore strategies that engage locally
- » Review master teachers distance experiences
- » Understand strategies for curriculum design
- » Share personal experiences and strategies



**Mike Menchaca**  
*Connection to Culture*

Distance Education is  
most effective when  
connected to culture  
and context



# Culturally Relevant Education<sup>1,2</sup>

Focus on:

1. Developing students academically

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Focus on:

1. Developing students academically
2. Nurturing and supporting cultural competence



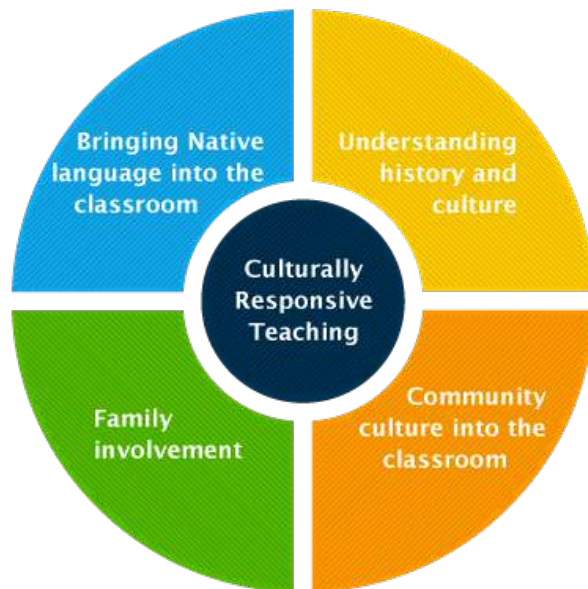
# Culturally Relevant Education<sup>1,2</sup>

Focus on:

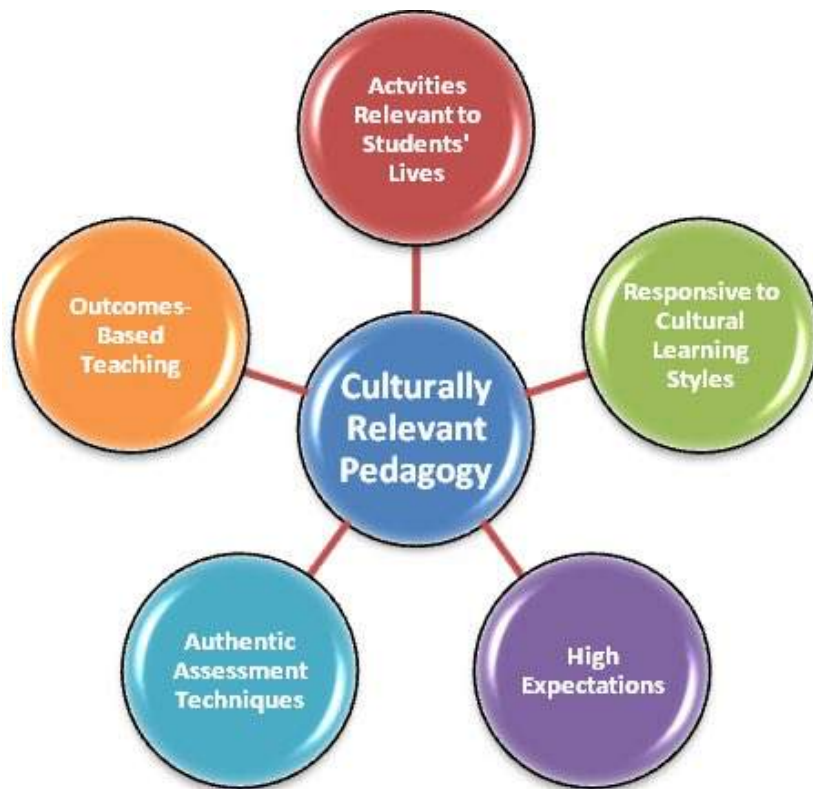
1. Developing students academically
2. Nurturing and supporting cultural competence
3. Developing critical consciousness

# Culturally Responsive Teaching<sup>3</sup>

## Culturally Responsive Teaching



# Culturally Relevant Pedagogy<sup>4</sup>



# Culturally Sustaining Pedagogy<sup>5</sup>

1. Emphasize value of multiethnic and multilingual present and future

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# Culturally Sustaining Pedagogy<sup>5</sup>

1. Emphasize value of multiethnic and multilingual present and future
2. Overtly sustain linguistic, literate, and cultural pluralism
3. Explicitly resist monoculturalism and monolingualism



# Best Practices

## Develop students academically

educate and engage in social justice issues

collaborative team projects with co-created artifacts

high expectations with appropriate scaffolding

## Nurture and support cultural competence

assess transferable knowledge

foster student and instructor relationships with icebreaker and interactive activities

engage students in cultural based practices

## Develop critical consciousness

empower students by involving them in discussion choice

use media to enrich relevancy and debate

use a scaffolded process



# Effect on Student Learners

1. Increased self-efficacy
2. Positive cultural identity
3. Academic performance

# Examples: Guampedia Virtual Field Trips



## HASSO': REMEMBERING GUAM'S ANCIENT HERITAGE SITES

All images used by permission from [Guampedia](#)

# Guampedia: Heritage Sites

## HASSO': REMEMBERING GUAM'S ANCIENT HERITAGE SITES



# Guampedia: Women in Guam History



# Guampedia: Women in Guam History



# Guampedia: Archeology



## ARCHEOLOGY OF THE MARIANAS

# Guampedia: Archeology

## ARCHEOLOGY OF THE MARIANAS



# Guampedia: Educator's Portal



# Guampedia: Lesson Plans



# Tool: Custom Media with Pixabay

82 Free images of Guam

Related Images: Beach Nature Sea Sky Saipan Pacific Marble Water Landscape Guam



# Tool: Custom Media with Pixabay

82 Free images of Guam

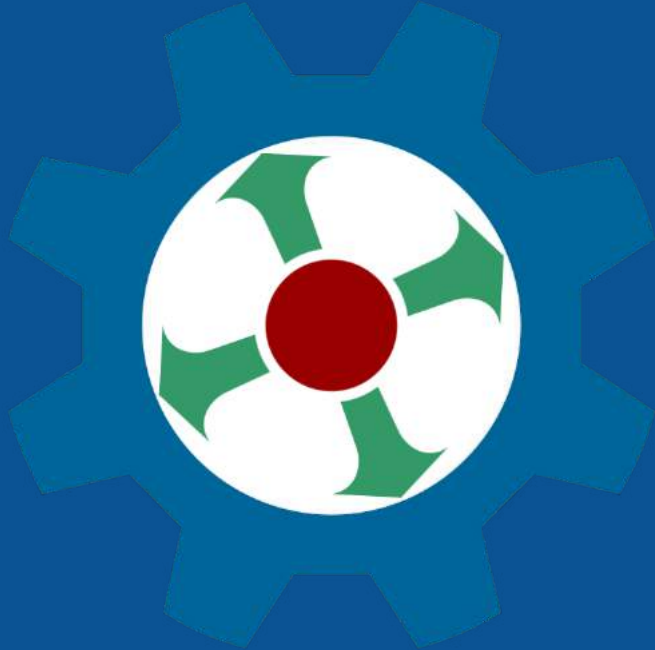
Related Images: Beach Nature Sea Sky Saipan Pacific Marble Water Landscape Guam



Has a safesearch mode that can be enabled network wide

# Tools seem

- A. Fairly easy
- B. Kinda tough
- C. The usual
- D. Meh



**Break**



# Strategies for Designing in a Distance Education Setting

Presenter: Catherine Acera-Cabrera

**~~The capacity to learn is a gift;  
the ability to learn is a skill; the  
willingness to learn is a choice.~~  
Brian Herbert**



# Strategies for Designing in a Distance Education Setting

1. Involve the learner
2. Collaborative work → Group work → Breakouts
3. Organize, clear, consistent outline → Lesson Plan
4. Reflect and Revise

# Involve the Learner - Student Example

Rachel [REDACTED] - 8.NS.1 Worksheets ☆ 📁 📄

File Edit View Insert Format Slide Arrange Tools 🍌 Pear Deck Add-ons Help Last edit was made on Oct 20, 2020

Background Layout Theme Transition

Name: Rachel Bocago Date: Oct 2020 Hour: \_\_\_\_\_

## Number System - 8.NS.1

1. Mark the correct boxes to which the following numbers belong to.

Number	Natural	Whole	Integer	Rational	Irrational	Real
.0345	X	X	X	X		X
$2 + \sqrt{7}$					X	X
$\sqrt{49}$	X	X	X	X		X
$\frac{5}{3}$				X		X
$8 + \sqrt{16}$	X	X			X	X
$\pi$					X	X
$\sqrt{36}$		X	X	X	X	X

6. Fill out the graphic organizer with the correct labels and add two values to each set that meet the requirements of that set.

### Real Number System Graphic Organizer

Real Number System

- Rational Numbers
  - Integers
    - Whole Numbers
      - Natural Numbers
        - 1, 2, 3, ...
- Irrational Numbers
  - $\pi$
  - $e$

Other values shown in the organizer:  $-2/3$ ,  $-10/5$ ,  $1/2$ ,  $-4$ ,  $4/2$ ,  $0$ .



# Involve the Learner - Student Example

Bfanny [redacted] - 2-4 Match the Solutions ☆ 📌 ☁

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+ ↶ ↷ 🖨 📌 🔍 🖱 🖼 🗑 🗑 🗑 Background Layout Theme Transition

1

**2-4 Match the Solutions**

Directions: Drag the solutions to the correct equation. Then match whether it is one solution, no solution, or infinitely many solutions.

Solve the Equation	Solution	One Solution, No Solution, or Infinitely Many Solutions?
$7x + 3 = 7x - 4$	$3 = -4$	no solution
$3(2x + 3) = 6x + 9$	$9 = 9$	infinitely many solutions
$6x + 3 = 2x + 15$		one solution
$5(10x + 6) = 50x - 4$	$30 = -4$	no solution
$5x - 9 = 4x + 3$	$x = 12$	one solution
$3x + x + 2 = 4x + 2$	$2 = 2$	infinitely many solutions

$x = 3$

12 pts.

2

Insert a picture of your work here.

4 From an existing assignment, group "Save" from "Tools".  
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$5x - 9 = 4x + 3$	$x = 12$	one solution
$3x + x + 2 = 4x + 2$	$2 = 2$	infinitely many solutions










$x = 3$

# MATH THINK-TAC-TOE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Complete Activity #5, and choose two other activities by making three-in-a-row horizontally, vertically, or diagonally.

<p>Activity #1</p> <p><b>MODEL ALGEBRA</b></p>  <p>Create visual representations for equations using algebraic tiles and pictures.</p>	<p>Activity #2</p> <p><b>TOPIC 2 QUIZ/GAME</b></p>  <p>Create a 10-question quiz or game based on problems in <b>Topic 2</b>.</p>	<p>Activity #3</p> <p><b>SOLVING EQUATIONS FOLDABLE</b></p>  <p>Create a foldable for any section in <b>Topic 2</b> (not including 2-4).</p>
<p>Activity #4</p> <p><b>TWO STEP EQUATIONS MAZE</b></p>  <p>Solve the two-step equations and escape from the maze.</p>	<p>Activity #5</p> <p><b>FLIPGRID</b></p>  <p>Film 3 short videos based on problems in 2-2, 2-3, and 2-4.</p>	<p>Activity #6</p> <p><b>WORD PROBLEMS POSTER</b></p>  <p>Design a poster explaining how to solve word problems in 2-5.</p>
<p>Activity #7</p> <p><b>CROSSWORD PUZZLE</b></p>  <p>Create a crossword puzzle using key terms in <b>Topic 2</b>.</p>	<p>Activity #8</p> <p><b>MULTISTEP EQUATIONS PIXEL ART</b></p>  <p>Solve the multi-step equations to create pixel art.</p>	<p>Activity #9</p> <p><b>5-1 DIGITS</b></p>  <p>Learn about the first section in <b>Topic 5</b> and complete the digits lesson for 5-1.</p>



 Share


C

+

**Solving Two-Step Equations**

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Class: \_\_\_\_\_


Help the mouse find the correct path to the cheese by simplifying each equation.

$-7 + 11 = 4$	$-15 + 6 = -9$	$-20$	$3 + 5 = 8$
	10		-4
$-3 + 25 = 22$	9	$3 + 4 = 7$	
-19	7	20	
$-8 - \frac{7}{3} = -9$	$7 - 4 = 3$	$\frac{7}{3} + 4 = 11\frac{1}{3}$	
10	0	$-\frac{11}{3}$	
$100 - 3 = 97$	$27 - 22 = 5$	$8 - \frac{7}{3} = 6\frac{2}{3}$	
-20	15	-7	
$100 - 2 = 98$	$1 + \frac{7}{3} = 3\frac{1}{3}$	19	



Handwritten notes on lined paper showing a list of numbers and their corresponding letters, likely a cipher or code.

## Solving Two-Step Equations



Help the mice find the correct path to the cheese by solving equations.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

EDIT HERE


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# Involve the Learner - Activity Rubric

## ACTIVITY #3

### RUBRIC

CRITERIA	POINTS
<b>Accuracy</b> (information is correct)	40
<b>Examples</b> (2-3 examples are included)	20
<b>Creativity and Foldability</b> (work is original and foldable)	20
<b>Neatness</b> (work is clean and understandable)	20
<b>TOTAL</b>	100

### TOPIC 2 LESSONS

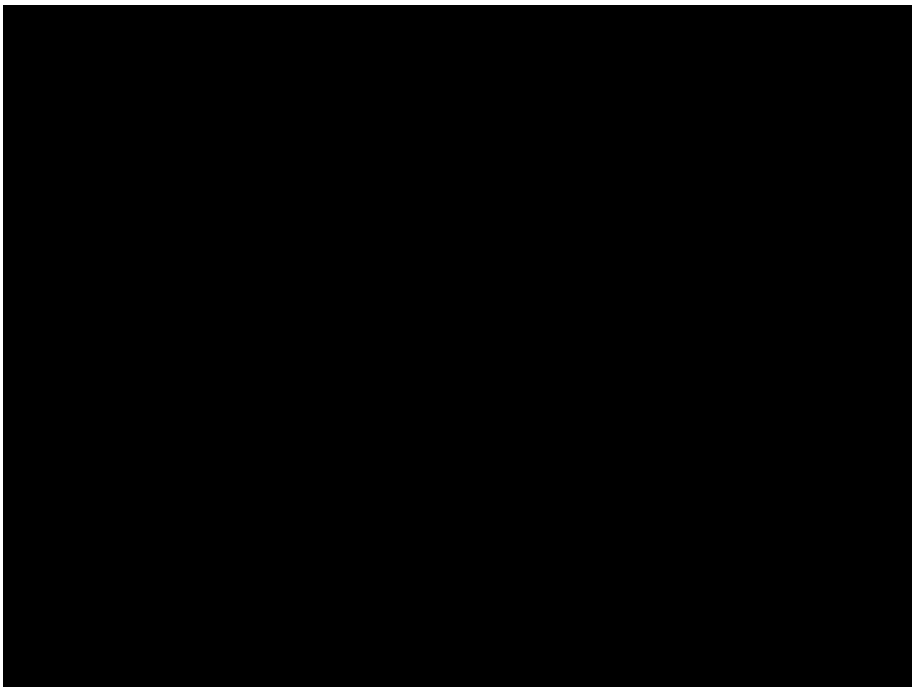
- 2-1 Solving Two-Step Equations
- 2-2 Solving Equations with Variables on Both Sides
- 2-3 Solving Equations Using the Distributive Property
- 2-5 Problem Solving

## ACTIVITY #4

### RUBRIC

CRITERIA	POINTS
<b>Completion</b> (maze is solved correctly)	70
<b>Show Work</b> (work is shown on a notebook and attached to Google Classroom)	30
<b>TOTAL</b>	100

# Involve the Learner - Student Video



Day 1(Online Class Session)

<p><b>Day:</b> March 29, 2021</p> <p><b>Title:</b> Think-Tac-Toe Work Session</p> <p><b>Topic:</b> Linear Equations in One Variable</p> <p><b>Time Frame:</b> 30 minutes</p> <p><b>Goals, Objectives and Standards</b></p> <p><b>Instructional Goals:</b></p> <ul style="list-style-type: none"> <li>Students will understand that... <ul style="list-style-type: none"> <li>They will be responsible for planning and monitoring their progress as they complete their Think-Tac-Toe Project/Exam.</li> </ul> </li> </ul> <p><b>Standards and Benchmarks:</b></p> <p><b>Common Core Math:</b></p> <ul style="list-style-type: none"> <li>8.EE.C.7b Solve linear equations with rational number coefficients including equations whose solutions require expanding expressions using the distributive property and collecting like times.</li> </ul> <p><b>Student Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students will be able to... <ul style="list-style-type: none"> <li>Complete several tasks for their Think-Tac-Toe Project/Exam.</li> <li>List their completed tasks for the day on their project tracker.</li> </ul> </li> </ul> <p><b>Multiple Intelligences Met:</b></p> <ul style="list-style-type: none"> <li>Logical-Mathematical</li> <li>Linguistic</li> <li>Spatial</li> <li>Interpersonal</li> </ul> <p><b>Bloom's Taxonomy Met:</b></p> <ul style="list-style-type: none"> <li>Remember</li> <li>Apply</li> </ul> <p><b>Procedures</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>coefficient, variable, constant, inverse operation, Distributive Property, like terms, no solution, infinitely many solutions.</li> </ul> <p><b>Gain Attention/Review:</b></p> <ul style="list-style-type: none"> <li>Updates in Google Classroom <ul style="list-style-type: none"> <li>Teacher will show students any updates or changes in our Google Classroom.</li> </ul> </li> </ul> <p><b>Activity (Model and Demonstrate):</b></p> <ul style="list-style-type: none"> <li>Work Session <ul style="list-style-type: none"> <li>Students will work on their Think-Tac-Toe independently. They may use the materials in class to complete their activities.</li> </ul> </li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Teacher may help students with their questions regarding the project/assignment.</li> </ul> <p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>Students will work on their Think-Tac-Toe independently.</li> </ul> <p><b>Closure/Wrap-Up:</b></p> <ul style="list-style-type: none"> <li>Assignment Tracker</li> </ul>
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Students First

# Lesson Plan Example

CNMI PSS Office of Instructional Services 9

<ul style="list-style-type: none"> <li>Students will list what they have completed during the class period for their Think-Tac-Toe.</li> </ul>
<p><b>Assignments and Reminders:</b></p> <ul style="list-style-type: none"> <li>Think-Tac-Toe Activities</li> </ul>
<p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>Notebook</li> <li>Laptop/iPad</li> <li>Pen/Pencil</li> <li>Think-Tac-Toe</li> </ul>
<p><b>Assessment, Reflection, and Revision:</b></p> <ul style="list-style-type: none"> <li>Students will be assessed on their assignment tracker and on their activities from the Think-Tac-Toe.</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Digits. (2014). Boston, MA: Pearson.</li> <li><a href="https://info.flipgrid.com/">https://info.flipgrid.com/</a></li> <li><a href="https://tasks.illustrativemathematics.org/content-standards/8/EE/C/7/tasks/392">https://tasks.illustrativemathematics.org/content-standards/8/EE/C/7/tasks/392</a></li> <li><a href="https://www.kahoot.com/">https://www.kahoot.com/</a></li> <li><a href="https://www.quizizz.com/">https://www.quizizz.com/</a></li> <li><a href="https://www.playfactile.com/">https://www.playfactile.com/</a></li> <li><a href="https://www.canva.com/">https://www.canva.com/</a></li> <li><a href="https://piktochart.com/formats/posters/">https://piktochart.com/formats/posters/</a></li> <li><a href="https://www.google.com/docs/about/">https://www.google.com/docs/about/</a></li> <li><a href="https://crosswordlabs.com/">https://crosswordlabs.com/</a></li> <li><a href="https://puzzlemaker.discoveryeducation.com/criss-cross">https://puzzlemaker.discoveryeducation.com/criss-cross</a></li> <li><a href="https://www.education.com/worksheet-generator/reading/crossword-puzzle/">https://www.education.com/worksheet-generator/reading/crossword-puzzle/</a></li> </ul>



**Day:** April 12, 2021

**Title:** Introduction to Slopes

**Topic:** Proportional Relationships, Lines, and Linear Equations

**Time Frame:** 30 minutes

### Goals, Objectives and Standards

#### **Instructional Goals:**

- *Students will understand that...*
  - The slope of a line is the ratio of the vertical change to the horizontal change.
  - You can find a unit rate from a graph in the same way you find the slope.

#### **Standards and Benchmarks:**

##### **Common Core Math:**

- **8.EE.B.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
- **8.EE.B.6** Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .

#### **Student Learning Outcomes:**

- *Students will be able to...*
  - Identify the two different ways to find the slope of a line.

#### **Multiple Intelligences Met:**

- Logical-Mathematical
- Spatial
- Interpersonal

#### **Bloom's Taxonomy Met:**

- Remember

# Lesson Plan Example

#### Procedures

##### **Vocabulary:**

- linear equation, slope, slope of a line, x-axis, y-axis, positive slope, negative slope, zero slope, undefined slope

##### **Gain Attention/Review:**

- Announcements
  - Teacher will give out announcements for the students.

##### **Activity (Model and Demonstrate):**

- Slope Introduction
  - Teacher will give a brief introduction on how to find the slope of the line. One way to find the slope is rise over run and the other way is the ratio method. We will be covering and practicing these two methods in our face-to-face class sessions.

#### **Guided Practice**

*Students First*



# Lesson Plan Example

- Teacher may answer questions regarding the lesson.

## **Independent Practice:**

- Students will take their own notes during the short presentation.

## **Closure/Wrap-Up:**

- Find the slope!
  - Teacher will show a graph on the screen and students must find the slope of the line either using rise over run or the ratio method.

## **Assignments and Reminders:**

- None

## **Materials/Resources:**

- Notebook
- Laptop/iPad
- Pen/Pencil
- Google Classroom

## **Assessment, Reflection, and Revision:**

- Students are assessed on their participation during the lecture and wrap-up.

## **Resources:**

- Digits. (2014). Boston, MA: Pearson.

# Teacher Practices for Distance Education

1. Be present at your course
2. Set expectations or goals
3. Create a supportive online environment for both synchronous and asynchronous
4. Interactive and engaging activities that are accessible to the learners

# Bringing the Curriculum to Life

Asynchronous vs. Synchronous

**Presenter: Michelle Taisacan**

*It's the teacher that  
makes the  
difference, not the  
classroom.*

~Michael Morpurgo, Children's Book Author



# Bringing the Curriculum to Life

## 1. Know your learning management system and video conferencing platform

CNMI:

Blackboard Ultra;  
Blackboard Collaborate

Others:

Moodle / Google Classroom /  
Edmodo; Zoom /  
GoToMeeting/ Google Meet

## 1. Collaborate with colleagues

Michelle Taisacan  
Instructor

**Details & Actions**

- Roster [View everyone in your course](#)
- Course Groups [View sets & groups](#)
- Course is private [Students can't access this course](#)
- Blackboard Collaborate [Join session](#)
- Attendance [Mark attendance](#)
- Announcements [5 Posted | 5 Total](#)
- Books & Tools [View course & institution tools](#)
- Question Banks [Manage banks](#)
- Student Preview

**Course Content**

- MathXL NEW Access Code  
Visible to students
- BB Collaborate online class access Instructions Tue/Thu 1:00-2:00  
Visible to students
- Week 8 and 9: January 12 to January 22  
Visible to students
- Week 7: January 5 to January 8

**Share Content**

**Primary Content**

- Share Blank Whiteboard
- Share Application/Screen
- Share Camera
- Share Files

**Secondary Content**

- Polling

**Interact**

- Breakout Groups

**Welcome!**

You're the only one in the room.  
Jump in and get started! Upload your content and check your audio.

**Start the recording?**  
[Record](#)

Disclaimer: This is not a product placement

# Adapting Lesson Plans to Online Format: Asynchronous Sample

## Goals and Objectives

## Main Resources to display/use

## Assessment Applications

### Objectives and Activities

#### Goals:

#### Big Ideas:

Students will be able to begin generalizing statistics gathered from samples to the general population of interest for any

#### Content Objectives:

1. Students will be able to create a sampling distribution model for proportions and means.
2. Students will focus on categorical data and create one-proportion z-intervals.

#### Language Objectives:

1. Students will read and write up descriptions of the correct interpretations of a one-proportion z-interval.

#### Key Vocabulary:

sampling distribution model, confidence interval, confidence level

#### Activities:

1. Complete UNIT 5 PRE-Assessment. **DUE: Monday of this week by 11:55pm.**
2. Read through the assigned sections AND watch the videos on calculating confidence intervals and sampling distributic
3. Homework 1:download and complete Ch. 17 worksheet packet with full explanations/process **DUE: Tuesday of this week**
4. Homework 2:download and complete Ch.18 worksheet packet with full explanations/process **DUE: Friday of this week**
5. Complete the Ch. 17 QUIZ on identifying the types of variables. **DUE: Saturday of this week by 11:55pm.**
6. Video Discussion: Make a short video using "Jing" or "screencast-o-matic" or "educations.com" or any other recordin associated with the video. View two other people's videos and comment. **DUE: Saturday of this week by 11:55pm.**

### Reading Assignment

Attached Files: Stats Chapter 18.pdf (6.628 MB)  
 Stats Chapter 19.pdf (5.094 MB)

#### Reading Assignment Part 1: Chapter 17 Sampling Distribution Model Pearson 4th Edition

Please [CLICK HERE](#) to get directed to the Pearson Powerpoint that was provided through CNMI PSS for Chapter 17.

#### Reading Assignment Part 2: Chapter 18 Confidence Intervals Pearson 4th Edition

[CLICK HERE](#) to get directed to the Pearson Powerpoint that was provided through CNMI PSS for Chapter 18.

Here are some of the things you should gain from the reading:

1. A sample's distribution model is only for that sample's data but a sampling distribution model is a made based on the belief mean) and made a model from that.
2. Confidence intervals are only calculated from your sample statistics and never from a population's parameter. (Why would y

#### Additional Resource: 3rd ed. of Stats textbook.

SEE ATTACHMENT up top. This textbook is a chapter advanced than the powerpoints in alignment. That is, Chapter 1 of the pov download and read through as this is a really good book to prepare you for the AP Exam which you will be mandated to take.

#### JING VIDEO created by teacher:

Click on the following link. to watch a short overview of [Chapter 17: Sampling Distribution Models](#)

Click on the following link to watch a short overview of Chapter 18: Confidence Intervals for Proportions PART1: [confidence inter](#)

### Week Two Activities

Hidden from students

Add a description

Objectives and Activities  
 Visible to students

Reading Assignment  
 Visible to students

WK2Unit5Pre-ADUE Monday of this week  
Due date: 2/15/21, 11:59 PM  
 Visible to students

CLICK HERE to get redirected to the pre-Assessment. Although the assignment is not graded for correctness, you must complete it a the survey. This will notify me to enter a gra...

WK2HW1: DUE Tuesday of this week  
Due date: 2/16/21, 11:59 PM  
 Visible to students

WK2HW2: DUE Friday of this week  
Due date: 2/19/21, 11:59 PM  
 Visible to students

WK2: Ch. 17/18 Quiz  
Due date: 2/20/21, 11:59 PM  
 Visible to students

WK2 Sampling Distribution  
Due date: 2/20/21, 11:59 PM  
 Hidden from students

You can work with partners; just include each other's names in your post. 1.Gather at least 20 data values and calculate proportions wearing eyeglasses in your classes (do ...

Changes and adaptations:

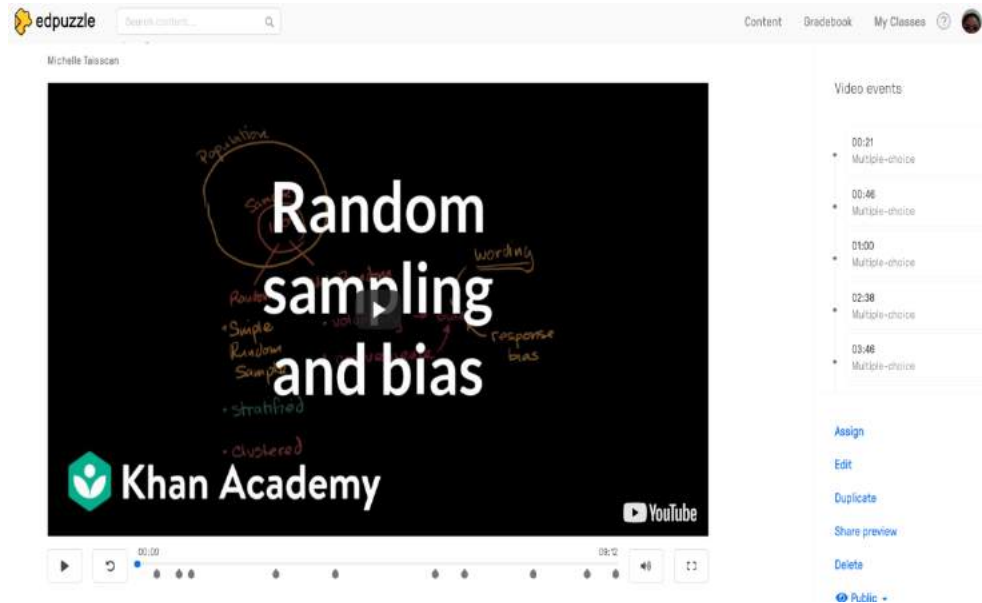
LMS Format and Discontinued use of Javascript



# Adapting Lesson Plans: Asynchronous Tool [edpuzzle.com](https://edpuzzle.com)



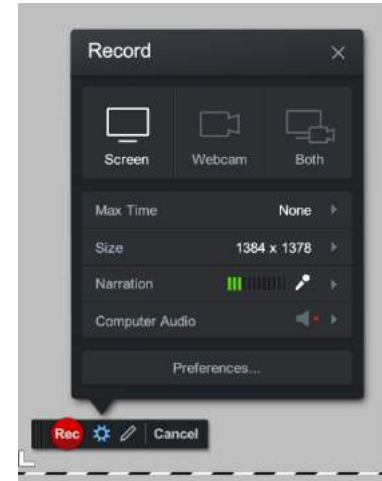
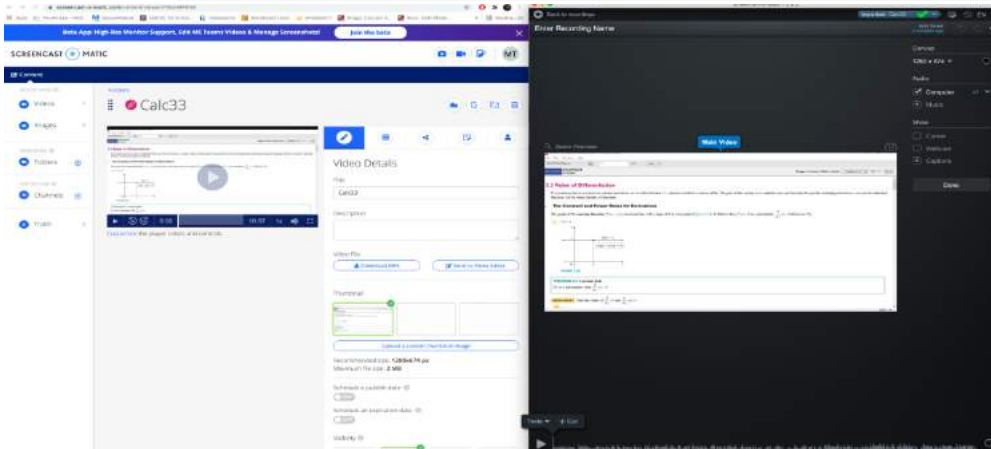
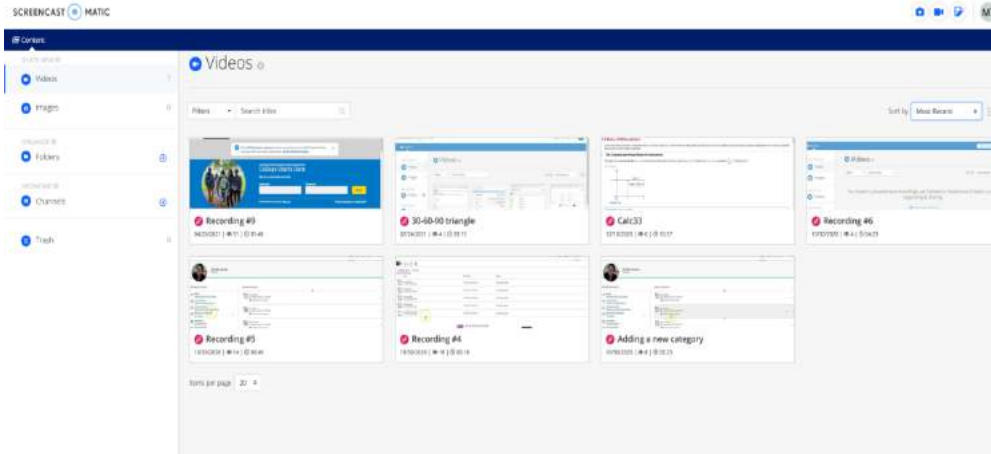
The screenshot shows the edpuzzle.com homepage. At the top, there is a navigation bar with the edpuzzle logo, a search bar, and links for Content, Gradebook, My Classes, and a user profile icon. Below the navigation bar, the main content area is divided into two sections: 'My Content' and 'Videos'. The 'My Content' section has a search bar and a 'Sort by date' dropdown menu. The 'Videos' section displays a grid of video thumbnails, including 'Understanding Derivatives & Chain Rule', '30\_60\_90\_triangle', 'Random Sampling and Bias', and 'Alg2 Sem2 Orientation Meeting Quiz'. Each thumbnail has a duration and a play button icon.



The screenshot shows an edpuzzle video player interface. The video is titled 'Random sampling and bias' and is from Khan Academy. The video player has a progress bar at the bottom, showing the video is at 00:00. To the right of the video player, there is a sidebar with 'Video events' listed, including '00:21 Multiple-choice', '00:46 Multiple-choice', '01:00 Multiple-choice', '02:36 Multiple-choice', and '03:46 Multiple-choice'. Below the video events, there are links for 'Assign', 'Edit', 'Duplicate', 'Share preview', 'Delete', and 'Public'.

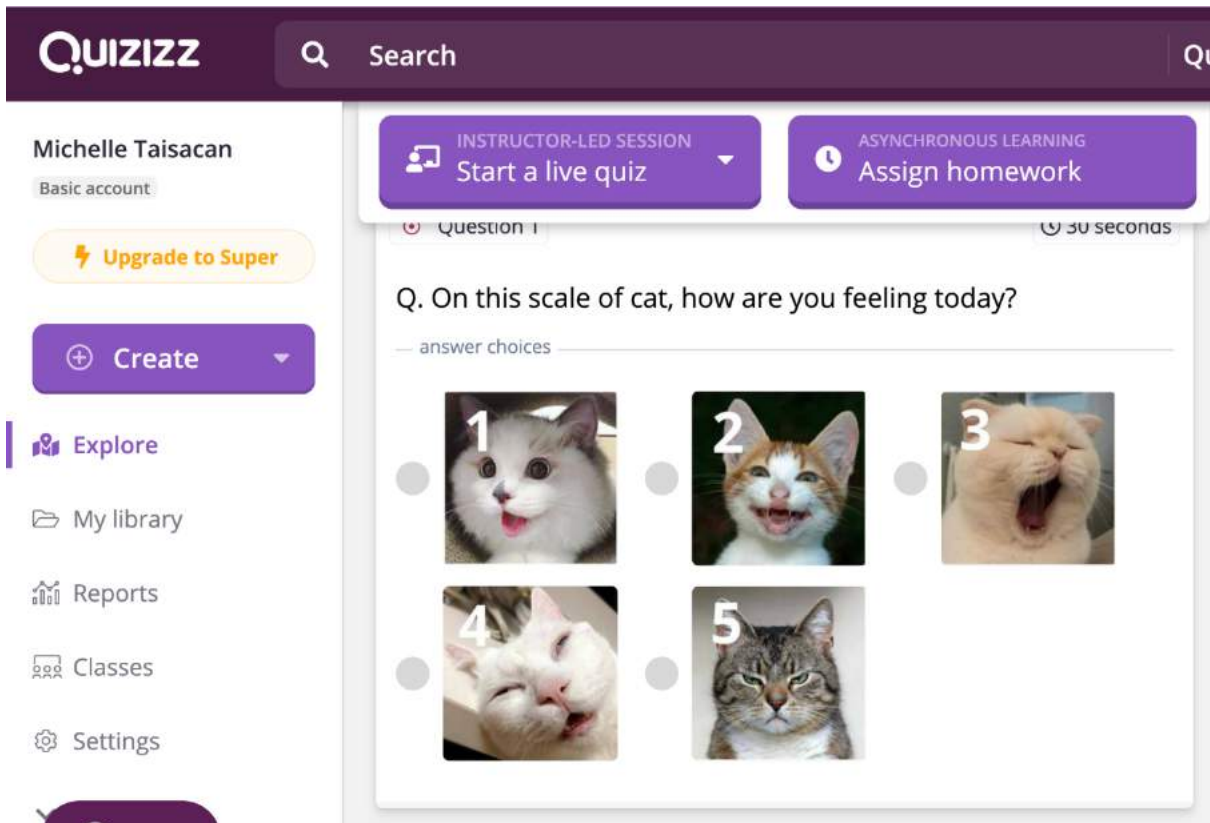


# Adapting Lesson Plans: Asynchronous Tool [screencast-o-matic.com](https://screencast-o-matic.com)



# Adapting Lesson Plans to Online Format: Synchronous Sample

Warm-up:



The screenshot displays the Quizizz user interface. At the top, the Quizizz logo is on the left, and a search bar is on the right. Below the logo, the user's name "Michelle Taisacan" and account type "Basic account" are shown. A yellow button labeled "Upgrade to Super" is present. A purple "Create" button with a plus icon is also visible. On the left sidebar, there are links for "Explore", "My library", "Reports", "Classes", and "Settings". The main content area shows a quiz titled "Question 1" with a 30-second timer. The question is "Q. On this scale of cat, how are you feeling today?". Below the question, there are five numbered choices, each with a cat image: 1. A white cat with blue eyes looking up. 2. An orange and white cat with its mouth open. 3. A white cat yawning. 4. A white cat with its mouth open. 5. A tabby cat looking forward.

# Adapting Lesson Plans to Online Format: Synchronous Sample

## Screen-sharing

The screenshot shows a Zoom interface with a presentation slide titled "Adapting Lesson Plans To Online Format" and subtitle "Synchronous Lesson Sample". The slide content includes a "Warm-up" section with a "Quizlet" search bar, a "Main Content" section with a "Quiz" button, and a "Feedback" section with a "Quiz" button. The Zoom interface includes a top bar with "You're sharing an application" and a bottom bar with icons for chat, mute, video, and other controls. A sidebar on the right shows "Share Content" options like "Share Blank Whiteboard", "Share Application Screen", "Share Camera", "Share Files", "Polling", and "Breakout Groups".

## Grouping

The screenshot shows the Zoom "Breakout Groups" interface. The "Assign Groups" section has a dropdown menu set to "Custom assignment" and a checkbox for "Allow attendees to switch groups". The "Main Room" section shows a list of participants, including "Michelle Taisacan" with a "Create a new group" button and "1 member". Below this, there is a list of sessions: "05266-210211-ALGEBRA II Period D - Course Room" (Unlocked (available)), "Create Session", "Group1FinalExam" (Ended: 11/13/20, 3:30 PM), "Group2FinalExam" (Ended: 11/13/20, 3:30 PM), "Group3FinalExam" (Ended: 11/13/20, 3:30 PM), and "Group4FinalExam" (Ended: 11/13/20, 3:30 PM).

## Active Feedback

The screenshot shows the Zoom feedback interface. It includes a "Michelle Taisacan Moderator" header, an "Away" button, a "Leave session" button, and a "Feedback" section with a grid of options: "Happy", "Sad", "Surprised", "Confused", "Faster", "Slower", "Agree", and "Disagree". At the bottom, there are icons for chat, mute, video, and other controls.

**Real-time Collaboration:  
Breakout Rooms**  
20 minutes in breakout plus  
20 mins to share with everyone  
(elect a speaker)

**How did you make the switch  
to online learning?  
What worked?  
What didn't work?  
Share a lesson plan or talk  
story about what you've done**



# Wrapping Thoughts

- » There are lots of strategies for successful distance education
- » Connecting to culture is critical
- » Providing voice and interactivity is also important
- » Adopt and adapt



# Questions

- » What is one thing you might put to practice right away?
- » What things will take longer?
- » What do you want to ask us?

# Resources

## Evidence-based practices

- » Culturally Relevant Education ([link](#))
- » Culturally Responsive Teaching ([link](#))
- » Culturally Relevant Pedagogy ([link](#))
- » Culturally Sustaining Pedagogy ([link](#))
- » Guampedia ([link](#))

## Images

- » Unless otherwise specified, all images are creative commons zero (CC0), no attributes required including presenter provided photos

## In-presentation References

1Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1), 163–206. DOI: 10.3102/0034654315582066 [Link](#)

2Nakano, E. (2020). *Supporting students taking dual credit distance learning courses in a rural environment*. [Doctoral dissertation, University of Hawai'i at Mānoa]. ScholarSpace. [Dissertation](#)

3Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press. [Multicultural Education Series](#)

4White, R., Cooper, K., & Mackey, W. (2014). *Culturally relevant education and critical pedagogy: Devolution of hierarchies of power*. *Revista Internacional de Educación para la Justicia Social (RIEJS)*, 3(2), 123–140. [Link](#)

5Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97. DOI: 10.3102/0013189X12441244. [Link](#)

# Participant Feedback Form

Help us improve our practice by providing us with some feedback.



# Contact Information

- » Michael Menchaca - [mikepm@hawaii.edu](mailto:mikepm@hawaii.edu)
- » Michelle Taisacan - [michelle.taisacan@cnmipss.org](mailto:michelle.taisacan@cnmipss.org)
- » Catherine Acera-Cabrera - [catherine.acara-cabrera@cnmipss.org](mailto:catherine.acara-cabrera@cnmipss.org)
- » Lynette Villagomez - [villagomezl@prel.org](mailto:villagomezl@prel.org)
- » Eloise Sanchez - [sancheze@prel.org](mailto:sancheze@prel.org)
- » Emerson Odango - [odangoe@prel.org](mailto:odangoe@prel.org)
- » Melly Wilson - [wilsonm@prel.org](mailto:wilsonm@prel.org)
- » Hendrick Cho - [cho@prel.org](mailto:cho@prel.org)



**Thank you!**



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