

BUNIT COURSES | 18 WEEK TIMEFRAME

A weekly breakdown of course content and guide to pacing eDL courses in both blended and online learning environments.

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HOW TO USE THE BLENDED LEARNING PACING GUIDE

The Blended Learning Pacing Guide provides suggestions for the delivery of eDynamic Learning courses in a teacher-directed, blended learning classroom. The pacing guide establishes a timeframe and appropriate pace for delivery of the course material. The pacing guide's timeframe designates the number of weeks to teach each unit, as well as the approximate number of class periods to devote to the unit components (e.g., Unit Introduction, Lessons, Questions, Labs, Activities, and Quizzes).

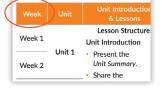
Under each unit component, a structure for each lesson outlines ideas for delivering an impactful and research-based blended learning lesson to build the students' mastery of course content and objectives. The goal is for teachers to utilize the lesson structure in conjunction with the *Blended Learning Strategies* for the purpose of lesson planning and delivery. The diagrams on the following pages outline the structure of the *Blended Learning Pacing Guides* and how to use each part.

Weeks

The first column of the *Pacing Guide* lists 18 weeks for instruction. Identify the current week and track the course's pace using a school-year calendar.

Unit

The second column distributes the course's units over 18 weeks and indicates the number of weeks it should take to teach each unit. Each unit corresponds to a number of weeks in the first column, so after





identifying the current week of the course, look at the second column to see the unit being completed and the number of weeks allotted for its completion.

Unit Components

The unit components are listed in columns 3–6 of the pacing guide and include the following: *Unit Introduction & Lessons*, *Questions, Labs, Activities*, and *Quizzes*. In each column, the guide recommends the number of class periods to spend on each component. The suggested pace to complete the unit components is based on a class length of 45–60 minutes.



Lesson Structure

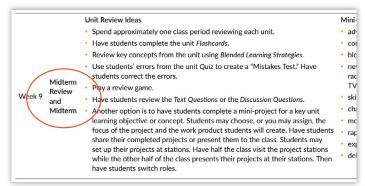
The Lesson Structure provides the outline of a lesson plan featuring blended teaching and learning opportunities for each component including:

- activating prior knowledge,
- building academic language and course vocabulary,
- developing higher-order thinking skills,
- engaging students with structured interaction,
- implementing project-based learning,
- reviewing course content,
- assessing students, and
- providing feedback.

Unit Introduction	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Lesson Structure:	(Lesson Structure:)	Lesson Structure:	Lesson Structure:
Present the Unit Summary.	 Review key ideas and concepts from the lessons. 	 Activate students' prior knowledge and review vocabulary. 	 Review key ideas, concepts, and vocabulary from the unit.
Share the	Have students	Present the Lab or	Have students complete t

Midterm and Final Exam

For both the Midterm and Final Exam, there are suggestions for how to review the units being assessed. These suggestions include the amount of time to spend reviewing each unit, along with the activities, games, and mini-projects.



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TEACHER-DIRECTED, BLENDED LEARNING PACING GUIDE

General Pacing of Unit Features

- Teach one unit, every two weeks.
- Allot approximately one class period to introduce the unit and teach each lesson in the unit.
- Allot approximately one class period for students to respond to and discuss each question set in the unit.
- Allot approximately one class period for students to complete the unit Lab or Activity(ies).
- Allot one class period for Flashcards and quiz review. Allot a second class period for the unit Quiz.

Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes	
Week 1		Lesson Structure: Unit Introduction	Lesson Structure: • Review key ideas	Lesson Structure: • Activate students'	Lesson Structure:Review key ideas,	
Week 2	Unit 1	 Present the Unit Summary. Share the 	and concepts from the lessons.Have students	prior knowledge and review vocabulary.Present the <i>Lab</i> or	concepts, and vocabulary from the unit.Have students complete the	
Week 3	Unit 2	 Unit Objectives. Activate prior knowledge. 	respond to the Text or Discussion Questions.Discuss student	Activity to students or have students read the <i>Lab</i> or Activity.	Flashcards and/or quiz review.Discuss student responses.	
Week 4		• Introduce Course Vocabulary.	responses. • Utilize Blended Learning Strategies to	 Review the rubric. If applicable, group students for 	 Utilize Blended Learning Strategies to review. Provide feedback to students. 	
Week 5	Unit 3	 Present the lesson content. Have 	engage students in the discussion.	cooperative work.Support students	 Provide feedback to students. Optional: Play a unit review game. 	
Week 6		 students read the lesson and/or listen to the podcast. Engage students with <i>Blended</i> 	 Provide feedback to students. 	through questioning and prompting.Provide feedback to students.Have students present their work products.	 Administer the unit Quiz. Review the answers with students. 	
Week 7	Unit 4				 Clarify students' mistakes and misconceptions. 	
Week 8		Learning Strategies.		Assess student learning.	 Assess student learning and reflect on instruction. 	
		Midterm Review Ideas			Mini-projects may include:	
		 Spend approximately or 	ne class period reviewing e	ach unit.	 advertisement 	
		 Have students complet 	Have students complete the unit <i>Flashcards</i> .			
		 Review key concepts from the second se	Review key concepts from the unit using Blended Learning Strategies.			
			om the unit Quiz to create a	"Mistakes Test." Have	 newspaper story, 	
	Midterm	students correct the er	rors.		radio announcement,	
Week 9	Review	 Play a review game. 			TV program, or video	
VVEEK 7	and	 Have students review t 	 skit, play, or tableaux 			
	Midterm	-	ve students complete a mi		 chart, diagram, or timeline 	
			ncept. Students may choos the work product student	se, or you may assign, the s will create. Have students	model or clay sculpture	
			projects or present them to		 rap, song, or poem experiment	
			stations. Have half the clas the class presents their pro itch roles.	debate		

Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Week 10	Unit 5	Lesson Structure: Unit Introduction	Lesson Structure: • Review key ideas and concents from	 Lesson Structure: Activate students' prior knowledge and 	 Lesson Structure: Review key ideas, concepts, and vocabulary
Week 11	Onit 5	 Present the Unit Summary. Share the 	and concepts from the lessons.Have students	Present the Lab or	from the unit. • Have students complete
Week 12	Unit 6	Unit Objectives.Activate prior	respond to the Text or Discussion Questions. • Discuss student	Activity to students or have students read the Lab or Activity.	the Flashcards and/or quiz review. • Discuss student
Week 13	Onito	knowledge.Introduce CourseVocabulary.	 course ry. e Course responses. Utilize Blended Learning Strategies to engage students in the discussion. Provide feedback to students. 	 Review the rubric. If applicable,	responses. Utilize Blended Learning
Week 14	Unit 7	Lesson Present the lesson 		group students for cooperative work.Support students through questioning and prompting.	 Strategies to review. Provide feedback to students.
Week 15	Unit 7	content. Have students read the lesson and/or listen to the podcast.			 Optional: Play a unit review game.
Week 16	Unit 8	 Engage students with Blended Learning Strategies. 		 Provide feedback to students. Have students present	 Administer the unit Quiz. Review the answers with students.
Week 17	Unit	Learning Strategies.	their wor	their work products.Assess student learning.	
Week 18	Final Exam Review and Final Exam	 Final Exam Review Ideas Spend approximately one class period reviewing each unit. Review key concepts from the unit using <i>Blended Learning Strategies</i>. Have students complete the unit <i>Flashcards</i>. Use students' errors from the unit <i>Quiz</i> to create a "Mistakes Test." Have students correct the errors. Play a review game. Have students review the <i>Text Questions</i> or the <i>Discussion Questions</i>. Another option is to have students complete a mini-project for a key unit learning objective or concept. Students may choose, or you may assign, the focus of the project and the work product students will create. Have students share their completed projects or present them to the class. Students may set up their projects at stations. Have half the class visit the project stations while the other half of the class presents their projects at their stations. Then have students switch roles. 			 Mini-projects may include: advertisement comic strip blog post or journal entry newspaper story, radio announcement, TV program, or video skit, play, or tableaux chart, diagram, or timeline model or clay sculpture rap, song, or poem experiment

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HOW TO USE THE ONLINE LEARNING PACING GUIDE

Student Online Learn

Read the Unit Sum

Think about or bra

the Unit Objectives

Unit Introduction

The Online Learning Pacing Guide provides suggestions for the delivery of eDynamic Learning courses in a student-directed, teacher-facilitated online classroom. The pacing guide establishes a timeframe and suggests a pace to follow, including the number of weeks that students will require to learn each unit and the approximate number of study sessions that they should devote to the unit components (e.g., the Unit Introduction and Lessons, Questions, Labs, Activities, and Quizzes).

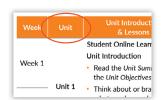
The Student Online Learning Tips provided for the unit components will help students maximize their learning while building their mastery of course content and objectives. The goal is for students to use the learning tips to successfully complete the *Lessons*, *Questions*, *Labs*, and *Activities* on their way to achieving the course objectives. The diagrams on the following pages outline the structure of the *Online Learning Pacing Guides* and how to use each part.

Weeks

The first column of the *Pacing Guide* lists 18 weeks for instruction. Identify the current week for the course and track the course's pace using a calendar.

Unit

The second column distributes the course's units over 18 weeks and indicates the number of weeks it should take to learn each unit. Each unit corresponds to a number of weeks in the first column, so after



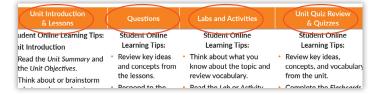
Unit 1

Week 1

identifying the current week of the course, look at the second column to see the unit being completed and the number of weeks allotted for its completion.

Unit Components

The unit components are listed in columns 3–6 of the Pacing Guide and include the following: *Unit Introduction & Lessons*, *Questions, Labs, Activities*, and *Quizzes*. In each column, the guide recommends the number of study sessions to dedicate to each component. These recommendations are based on study sessions of 45–60 minutes.



Lesson Structure

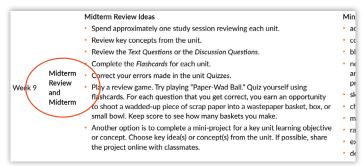
The Student Online Learning Tips help students to successfully complete the unit components and achieve the unit objectives and Tips include:

- ways to build academic vocabulary
- reading strategies
- use of online discussion or chat features to collaborate and get support
- steps to engage in blended project-based learning
- what to do when stuck
- how to reflect and use teacher feedback
- ways to review and study for unit quizzes

Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review
Student Online Learning Tips: Unit Introduction	Student Online Learning Tips:	Student Online Learning Tips:	Student Online Learning Tips:
 Read the Unit Summary and the Unit Objectives. Think about or brainstorm 	 Review key ideas and concepts from the lessons. Respond to the 	 Think about what you know about the topic and review vocabulary. Read the Lab or Activity 	 Review key ideas, concepts, and vocabu from the unit. Complete the <i>Elashca</i>

Midterm and Final Exam

For both the Midterm and Final Exam, there are suggestions for how to review the units being tested. These suggestions include the amount of time to spend reviewing each unit, along with the activities, games, and mini-projects.



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STUDENT-DIRECTED, ONLINE LEARNING PACING GUIDE

General Pacing of Unit Features

- Learn one unit, every two weeks.
- Allot approximately one study session to learn each lesson in the unit.
- Allot approximately one study session to respond to and discuss each question set in the unit.
- Allot approximately one study session to complete the unit Lab or Activity(ies).
- Allot one study session for Flashcards and quiz review. Allot a second study session for the unit Quiz.

Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes	
Week 1		 Student Online Learning Tips: Unit Introduction Read the Unit Summary and the Unit Objectives. 	Student Online Learning Tips: • Review key ideas and concepts from the lessance	Student Online Learning Tips: • Think about what you know about the topic and	Student Online Learning Tips: • Review key ideas, concepts, and vocabulary from the unit.	
Week 2	Unit 1	 Think about or brainstorm what you know about the topic. Study the Course Vocabulary. 	Respond to the Text or Discussion Questions. Refer to the	Text or DiscussionReview the rubric.Questions.Collaborate with other	 Read the Lab or Activity. Review the rubric. Collaborate with other Collaborate with other Complete the Flashcards and/or quiz review. Start an online discussion mathematical sectors. 	 Complete the Flashcards and/or quiz review. Start an online discussion or chat about the
Week 3	Unit 2	 Lesson Before reading the lesson, scan it. Predict what the lesson is about. Dead the lesson and (ar.) 	lessons and text to help answer the questions.Start an online discussion or	 Start an online discussion or chat about the <i>Lab</i> or <i>Activity</i>. Ask for help when you need it. Clarify the 	 questions. Review and reflect on teacher feedback. Try playing a unit review game. Quiz yourself 	
Week 4	Unit 2	 Read the lesson and/or listen to the podcast. Take notes on the lesson or annotate the text. As you read or listen to 	chat about the questions.Review and reflect on teacher feedback.	 hard parts. If you get stuck, revisit the rubric and the goals of the <i>Lab</i> or <i>Activity</i>. Write a list of smaller tasks or goals that are needed in order to complete the <i>Lab</i> or <i>Activity</i>. When the <i>Lab</i> or <i>Activity</i> is completed, use the rubric to self-assess your work. Review and reflect on 	 with flashcards or play a vocabulary memory game. Take the unit <i>Quiz</i>. Review the answers to the unit <i>Quis</i>. 	
Week 5		 As you read of listen to the lesson, visualize the content by forming a picture in your mind. Monitor your understanding of the lesson by asking yourself questions. Or after each section of text, stop to summarize it. 			 the unit Quiz. Clarify your misconceptions and mistakes. Self-assess and reflect on your learning. 	
Week 6	Unit 3					
Week 7		 Determine the most important ideas from the lesson. Ask for help when you need it. 		teacher feedback.		
Week 8	— Unit 4	 Re-read and clarify the hard parts when you don't understand, don't follow the text, or don't know what a word means. 				

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Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Week 9	Midterm Review and Midterm	 Midterm Review Ideas Spend approximately one study s Review key concepts from the ur Review the <i>Text Questions</i> or the Complete the <i>Flashcards</i> for each Correct your errors made in the r Play a review game. Try playing " flashcards. For each question that to shoot a wadded-up piece of se small bowl. Keep score to see ho Another option is to complete a or concept. Choose key idea(s) of the project online with classmate 	hit. Discussion Questions of unit. Unit Quizzes. Paper-Wad Ball." Qu at you get correct, you crap paper into a war w many baskets you mini-project for a ke r concept(s) from the	s. iz yourself using ou earn an opportunity stepaper basket, box, or make. y unit learning objective	 Mini-projects may include: advertisement comic strip blog post or journal entry newspaper story, radio announcement, TV program, or video skit, play, or tableaux chart, diagram, or timeline model or clay sculpture rap, song, or poem experiment debate
Week 10		Student Online Learning Tips: Unit Introduction • Read the Unit Summary and	Student Online Learning Tips: • Review key	Student Online Learning Tips: • Think about what	Student Online Learning Tips: • Review key ideas, concepts,
Week 11	Unit 5	the Unit Objectives	ideas and concepts from the lessons.Respond to the <i>Text</i> or	you know about the topic and review vocabulary.Read the Lab or Activity.	and vocabulary from the unit.Complete the <i>Flashcards</i> and/or <i>quiz review</i>.Start an online discussion
Week 12		 Before reading the lesson, scan it. Predict what the lesson is about. 	Discussion Questions. • Refer to the lessons and text	 Review the rubric. Collaborate with other students online. 	or chat about the questions. • Review and reflect on teacher feedback.
Week 13	 Unit 6 Read the lesson and/or listen to the podcast. Take notes on the lesson or annotate the text. 	to help answer the questions.Start an online discussion or shat about the	 Start an online discussion or chat about the Lab or Activity. 	 Try playing a unit review game. Quiz yourself with flashcards or play a vocabulary memory game 	
Week 14		 As you read or listen to the lesson, visualize the content by forming a picture in your mind. Monitor your understanding of the lesson by asking 	chat about the questions.Review and reflect on teacher	 Ask for help when you need it. Clarify the hard parts. If you get stuck, 	 Take the unit Quiz. Review the answers to th unit Quiz. Clarify your misconception
Week 15	— Unit 7	 yourself questions. Or after each section of text, stop to summarize it. Determine the most important 	feedback.	revisit the rubric and the goals of the <i>Lab</i> or <i>Activity</i> . Write a list of smaller tasks or goals that are	and mistakes.Self-assess and reflect on your learning.
Week 16	- Unit 8	 ideas from the lesson. Ask for help when you need it. Re-read and clarify the hard parts when you don't understand don't follow the here hard parts and here here here here here here here her		 needed in order to complete the <i>Lab</i> or <i>Activity</i>. When the <i>Lab</i> or <i>Activity</i> is completed, use the rubric to self- assess your work. Review and reflect on teacher feedback. 	
Week 17					

Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Week 18	Final Exam Review and Final Exam	 Final Exam Review Ideas Spend approximately one study s Review key concepts from the un Review the <i>Text Questions</i> or the Complete the <i>Flashcards</i> for each Correct your errors made in the u Play a review game. Try playing "I flashcards. For each question tha to shoot a wadded-up piece of so small bowl. Keep score to see how Another option is to complete a r or concept. Choose key idea(s) or the project online with classmate 	it. Discussion Questions unit. Init Quizzes. Paper-Wad Ball." Qui t you get correct, yo crap paper into a was w many baskets you mini-project for a key concept(s) from the	z yourself using u earn an opportunity tepaper basket, box, or make. y unit learning objective	 Mini-projects may include: advertisement comic strip blog post or journal entry newspaper story, radio announcement, TV program, or video skit, play, or tableaux chart, diagram, or timeline model or clay sculpture rap, song, or poem experiment debate