



NROC Math and English Resources for Use in Canvas

Terri Rowenhorst, Director of Member Services



*Educators moving
education forward*

It's not a **product** you buy...
It's a **movement** you join!



The NROC Project (NROC) is a community-guided, non-profit organization focused on college and career.

NROC member institutions represent education leaders, teachers, and learners cooperating to develop and share digital resources and tools.

Together, we're helping millions of learners pursue academic and life success.

NROC Content & Applications to Impact College & Career Readiness

THE NROC COURSE LIBRARY



NROC Algebra 1
An Open Course
NROCmath.org



NROC Developmental Math
An Open Program
NROCmath.org



NROC Developmental English
An Integrated Program
NROCenglish.org

OPEN
TOOLS FOR
PERSONALIZED
LEARNING





- ▶ Free access to media objects from NROC and other curated collections.
- ▶ Create **custom playlists** for your classes, school, or district.
- ▶ **NROC members get their own custom HippoCampus site.**

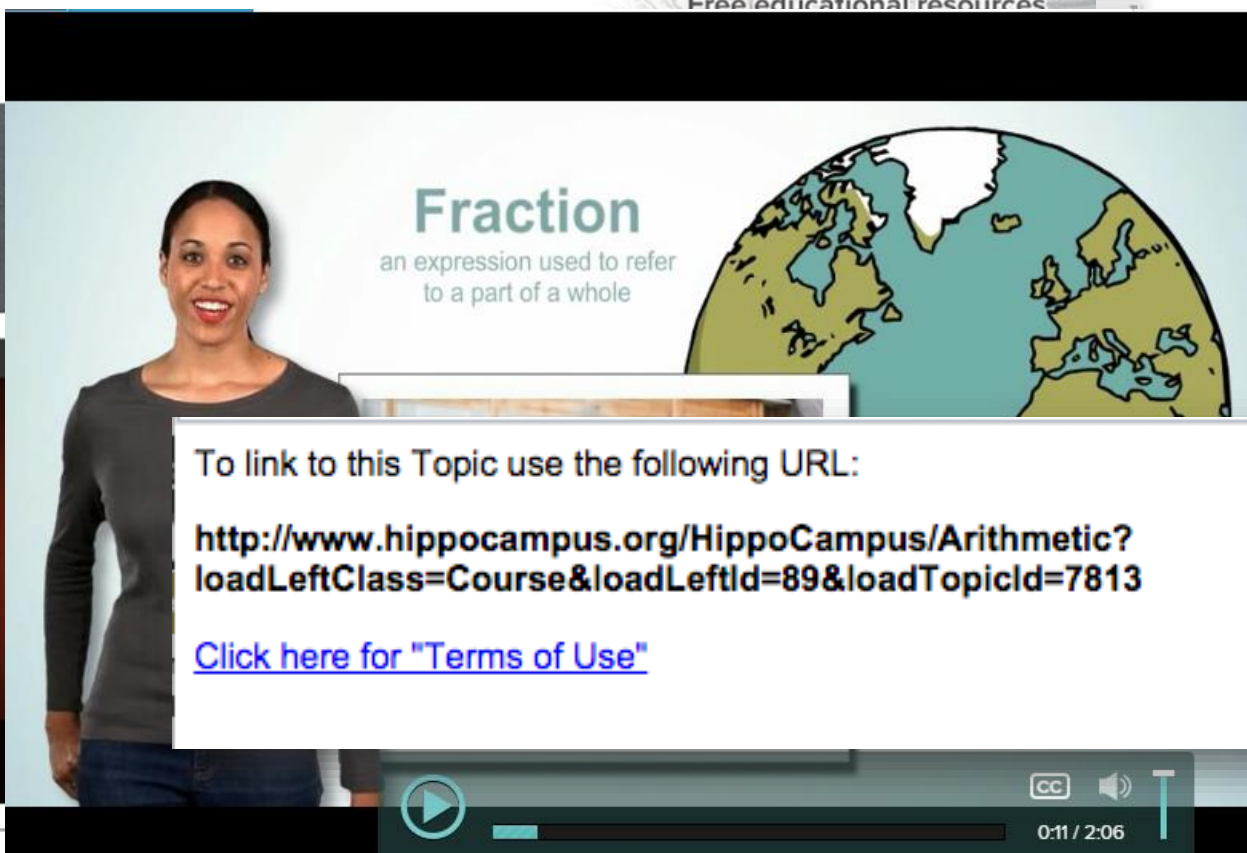
Home (myICCOC)   Community Help Center Log In About Powered by NROC



Browse SUBJECTS

- Math
 - Arithmetic
 - Algebra & Geometry
 - Calculus & Advanced Math
 - Statistics & Probability
- Natural Science
 - Biology
 - Chemistry
- Physics**
- Earth Science
- Social Science
 - Economics
 - History & Government
 - Sociology
- Humanities
 - English
 - Religion

Fraction
an expression used to refer to a part of a whole



To link to this Topic use the following URL:

<http://www.hippocampus.org/HippoCampus/Arithmetic?loadLeftClass=Course&loadLeftId=89&loadTopicId=7813>

[Click here for "Terms of Use"](#)

0:11 / 2:06

NROC Content & Applications to Impact College & Career Readiness

THE NROC COURSE LIBRARY



NROC Algebra 1
An Open Course
NROCmath.org

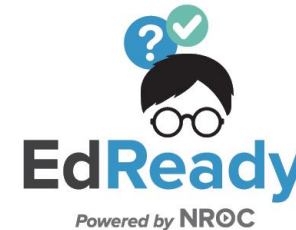


NROC Developmental Math
An Open Program
NROCmath.org




NROC Developmental English
An Integrated Program
NROCenglish.org

OPEN
TOOLS FOR
PERSONALIZED
LEARNING



Complete NROC Courses Also Adaptable within Local Learning Management Systems (IMS CC “Cartridges”)

Introduction to Fractions and Mixed Numbers




Topic Home


There is no **Warm Up** this time, so work through the **Presentation**, **Worked Examples**, **Topic Text** and **Practice** problems. Then, take the **Review** to test your understanding of this topic.

Upon completing this Topic you will be able to:


- Identify the numerator and denominator of a fraction.
- Represent a fraction as part of a whole or part of a set.

- 1 Warm Up
- 2 Presentation
- 3 Worked Examples
- 4 Topic Text
- 5 Practice
- 6 Review

 Help


 Glossary


The **Topic Text** covers all of the concepts that you should learn in this Topic. We recommend that you review the Topic Text before attempting the Practice and Review.


 Get help with math terms by accessing the [Glossary](#) at any time.



Interpreting Bias



 Resources


 My Journal

Interpreting Bias

All readers and writers have personal viewpoints that influence their opinions. Recognizing these biases will help you evaluate what you read to make you a more critical thinker. Additionally, recognizing bias as you write helps you present your own ideas more convincingly. In this unit, you will learn how to interpret bias in a reading by making inferences and drawing conclusions. You will also learn how to write an essay that solidly supports your position on a topic.

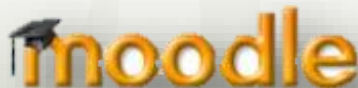
- 1 Introduction
- 2 Pre-Reading
- 3 Active Reader
- 4 Post-Reading
- 5 Review
- 6 Pre-Writing
- 7 Writing Center

Foundations are lessons that support your learning for this Unit. These lessons will also help you study for Review and Unit Assessments.

 Find Foundation lessons by clicking [Resources](#) at any time.

Writing Center Notifications

There are no notifications at this time.



APPROACH

Integrated reading
and writing

Compressed and
accelerated
curriculum

Multi-modal
instruction

Rich digital media

Authentic texts

Scaffolded activities

Self-paced and
instructor driven



The screenshot displays the 'Introduction to College Reading and Writing' website. The header includes the title and navigation links for 'Resources' and 'My Journal'. A breadcrumb trail shows 'Home > Pre-Writing'. The main content area features a large graphic of a pyramid composed of many small squares, with the word 'Writing' in a large, stylized font. Below 'Writing' are two bullet points: '• Pre-writing' and '• Develop your ideas'. To the right of the text is a photograph of a Black man in a dark sweater, gesturing with his hands as if speaking. The footer contains the 'The NROC PROJECT' logo and a copyright notice: 'Developed by The NROC Project, © Monterey Institute for Technology and Education (MITE) 2014'.

Learn more at NROCEnglish.org.

UNIT 1: Introduction to College Reading and Writing

UNIT 2: Identifying Main Ideas

UNIT 3: Discovering Implied Meaning

UNIT 4: Interpreting Bias

UNIT 5: Analysis through Definition

UNIT 6: Learning Across Disciplines

UNIT 7: Exploring Comparative Elements

UNIT 8: Informed Opinions through Causal Chains

Unit 9: Applied Critical Analysis

Unit 10: Using Sources in Critical Reading and Writing

TEN UNITS

Each Unit,
designed around a
unique reading
selection and
pattern of writing,
follows the same
sequence of
integrated reading
and writing
experiences.

Pre-assessment available to
customize entry point!

Download more information at NROCenglish.org.


Introduction to College Reading and Writing

Being able to read and write allows you to communicate ideas, emotions, and information. When you read, you learn about the world around you. When you write, you share your experiences and thoughts with others. This unit will focus on the fundamental skills you will need for college-level reading and writing. You'll learn how to identify topic sentences and separate facts from opinions, which will help you write your own ideas more effectively.

- 1 Introduction
- 2 Pre-Reading
- 3 Active Reader
- 4 Post-Reading
- 5 Review
- 6 Pre-Writing
- 7 Writing Center

Access a full course demo at <http://NROCEnglish.org>

Foundations are lessons that support your learning for this Unit. These lessons will also help you study for Review and Unit Assessments.

 Find Foundation lessons by clicking [Resources](#) at any time.

Writing Center Notifications

There are no notifications at this time.

Introductory Paragraph

Introductory Statement

What most critics overlook is that the advantages of social media far outweigh any negative impact these websites may have. They help friends stay connected in our busy society where people's schedules shift from day to day, and they also help people connect with different cultures all around the country and around the world. For me, having just graduated from high school, social media has been a lifesaver since my friends and I cannot spend as much time together as we used to. It has also helped me share my photography with more people than I ever thought possible.

Does the introductory statement make you interested in the main claim/thesis? If no, explain.

☐ Yes ☒ No

Need to make the topic more clear.

Are the statements interesting and attention-grabbing?

☒ Yes ☐ No

Thesis Statement

All in all, social media is a great tool that helps me stay in touch with my best friends as well as giving me a bigger audience for my art.

Does the thesis statement present a claim containing the writer's feelings about social media?

☒ Yes ☐ No

Is the main claim interesting and worth reading more about? If not, explain what

☐ Yes

**7****Show/Hide:** ☒ Self Review ☐ Peer Review

Conclusion

Concluding Remark

Just as the world and the people in it are changing because of social media, social media is changing because of the people in the world who use it. Social media is so much more than the petty things people do and say on Facebook. Sites like Tumblr prove that. So even though social

**Self Review****Peer Review**

Does the concluding sentence leave the reader with a final thought about social media?

No.

**Like****Dismiss****Self Review****Peer Review**

Does this essay include all the necessary elements to make it a solid, persuasive argument? If no, what's missing?

Show/Hide: ☒ Self Review ☐ Instructor Review

Staying Connected

What most critics overlook is that the advantages of social media far outweigh any negative impact these websites may have. They help friends stay connected in our busy society where people's schedules shift from day to day, and they also help people connect with different cultures all around the country and around the world. For me, having just graduated from high school, social media has been a lifesaver since my friends and I cannot spend as much time together as we used to. It has also helped me share my photography with more people than I ever thought possible. All in all social media is a great tool that helps me stay in touch with my best friends as well as giving me a bigger audience for my art.

My friends and I finished high school last year, and the one thing that has kept us close is that we all use Tumblr, which is a social media website that allows users to share their own blog and follow the blogs of other people. **I had a blog set up about my photography, but after we graduated, my two best friends set up their own** personal blogs about life after high school. I had decided to go straight to college to get ahead while my two best friends decided to take a year off and work full time to save money. Our schedules are now so different but Tumblr allows us to share our days like we did in high school. Since our schedules are always changing, Tumblr keeps us in touch, and texting helps us meet up when we can. Whether it's going to a movie, grabbing a quick lunch, or just meeting up at the mall, social media allows our friendship to grow instead of fading away like so many do after high school.

Social media also allows a whole new generation of artists to share their work with a much bigger audience than was ever possible before. Also, Tumblr is set up more like real life, so the users don't go around trying to find people to be mean to. And this is just one site among many that people can choose from to stay connected and promote their interests.

+ Self Review **+** Instructor Review **+** Self Review **-** Instructor Review**Comment** This doesn't seem clear Like DismissFIRST DRAFT WRITING WORKSHOP 1 FIRST DRAFT REVIEW SECOND DRAFT WRITING WORKSHOP 2 SECOND DRAFT EDIT **FINAL DRAFT**

MANAGE YOUR COURSES AND STUDENT DATA

[My Classes](#) [Class Settings](#) [Students](#) [Reviews](#) [Reports](#)

[Help](#)

Select a class to edit:

DE for Testing 2-4-2015

Edit Class Settings

Currently Editing: DE for Testing 2-4-2015

Course ID: mQ272XAYGU:105

Course Location: <http://moodle.montereyinstitute.org>

Required Fields: *

*Class Name:

DE for Testing 2-4-2015

*Instructor:

Instructor1, username

[Create a new instructor](#)

*Review: Allow Retakes:

☐ Allowed
☒ Not Allowed

*Review: Mastery Level:

55

Save Changes

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NROC COURSE MANAGER

Select a class to view:

DE for Testing 2-4-2015

Reviews: You have Writing Center drafts ready for review

| Student Name | Unit | Review Type | Date Submitted |
|-------------------------------|-------------------|-----------------------------------|---------------------------|
| Teacher Soft | 1 | Second Draft Edit | 2/19/2015 |
| Brian Rowlett | 2 | Second Draft Edit | 2/19/2015 |
| Test Soft | 2 | Second Draft Edit | 2/19/2015 |
| Teacher Soft2 | 4 | Second Draft Edit | 2/20/2015 |

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- Track student progress in a detailed way
- Set mastery level for the Review
- Manage the Writing Center workflow
- Manage the Writing Center review assignments



Instructor Support

Orientation Video

Instructor Guide Overview

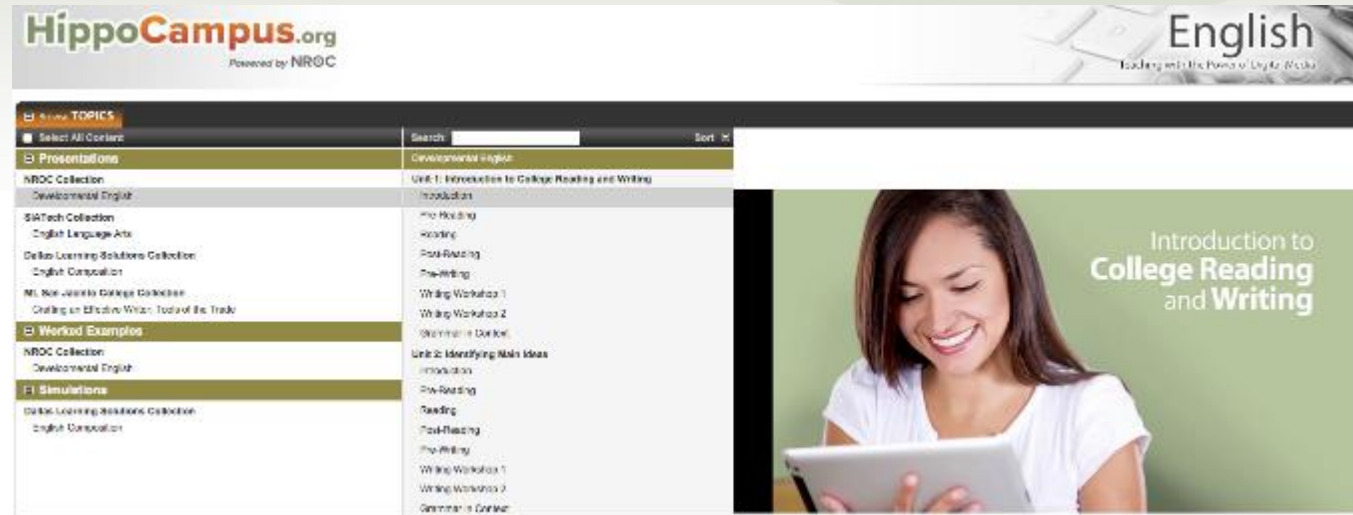
Unit Instructor Guides

Exhaustive FAQs

NROC Course Manager Tutorials

Two Ways to Access NROC English

Select
elements and
playlists at
Hippocampus



Fully functioning
for your
adaptation
in Canvas

Home > Developmental English - Preview Units 1-5

Introduction



News forum



Course Configuration and Reporting

Topic 1

Unit 1: Introduction to College Reading and Writing



Click here to begin Unit 1



Unit 1 Assessment - Form A



Unit 1 Assessment - Form B

Topic 2

Unit 2: Identifying Main Ideas



Click here to begin Unit 2



Unit 2 Assessment - Form A

**Coming to EdReady in Fall 2017*

NROC MATH COURSES

NROC Algebra 1

Project Goal: Provide instructional content and tools that math teachers need, with the multimedia approach that today's students want.

Audience:

- High School/Middle School
- First-time Algebra Learners
- Remedial to Advanced

Funding: William and Flora Hewlett Foundation

Common Approach:

- Leverage digital media
- Multiple modes of instruction
- Multiple curricular standards
- Flexible course configurations

NROC Developmental Math

Project Goal: Increase the number of students prepared with math skills for college or career. Create an efficient path to mastery.

Audience:

- Adults ages 16-80 (average age 28)
- Students who have failed math
- High School Remediation
- Credit Recovery

Funding: The Bill & Melinda Gates Foundation

Modules:

- Arithmetic with Topics in Geometry & Statistics
- Beginning Algebra
- Intermediate Algebra with Topics in Trigonometry

Configurations: Standard version and pre-assessment version



Topic Home

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- Represent a fraction as part of a whole or part of a set.

1

Warm Up

2

Presentation

3

Worked Examples

4

Topic Text

5

Practice

6

Review

The **Topic Text** covers **all** of the concepts that you should learn in this Topic. We recommend that you review the Topic Text before attempting the Practice and Review.



Get help with math terms by accessing the [Glossary](#) at any time.

Introduction to Fractions and Mixed Numbers



2 Presentation

? H



Fraction

an expression used to refer to a part of a whole



View Previews at <http://NROCmath.org>



0:11 / 2:06


NROC Developmental Math—An Open Program


LMS install options and unit organization

Instructor Paced - Standard


Unit 1 - Whole Numbers

Lesson 1: Introduction to Whole Numbers

 [Learning Objectives](#)

 [Topic 1: Place Value and Names for Whole Numbers](#)


 [Topic 2: Rounding Whole Numbers](#)

 [Topic 3: Comparing Whole Numbers](#)

Lesson 2: Adding and Subtracting Whole Numbers

 [Learning Objectives](#)

 [Topic 1: Adding Whole Numbers and Applications](#)

 [Topic 2: Subtracting Whole Numbers and Applications](#)

 [Topic 3: Estimation](#)


Lesson 3: Multiplying and Dividing Whole Numbers

 [Learning Objectives](#)

 [Topic 1: Multiplying Whole Numbers and Applications](#)

 [Topic 2: Dividing Whole Numbers and Applications](#)

Lesson 4: Properties of Whole Numbers

 [Learning Objectives](#)

 [Topic 1: Properties and Laws of Whole Numbers](#)

 [Topic 2: The Distributive Property](#)

Lesson 5: Exponents, Square Roots, and the Order of Operations

 [Learning Objectives](#)

 [Topic 1: Understanding Exponents and Square Roots](#)

 [Topic 2: Order of Operations](#)

 [Tutor Sim: Shopping for Office Supplies](#)

 [Puzzle: Which Comes First?](#)

 [Team Project: Open for Business](#)


Unit 1 Quiz - not available in this preview


 [Unit 1 Glossary](#)

Student Paced

Pre-Assessment Option for personalized, UNIT-level learning plan within LMS


Unit 1 - Whole Numbers


 [Learning Objectives](#)


 [Unit Map & Pre-Assessment](#)


 [Tutor Sim: Shopping for Office Supplies](#)

 [Puzzle: Which Comes First?](#)

 [Team Project: Open for Business](#)

 [Unit 1 Quiz Form A](#)

 [Unit 1 Quiz Form B](#)

 [Unit 1 Glossary](#)

Enhanced Tracking and Reporting

Unit Progress Report

- track progress down to the topic activity
- compare pre-assessment score with review scores
- track total time spent in topic and in each activity
- enhance objective-level reporting for time and performance

Class Summary Report:

- overview of student performance across the entire course
- visually compare performance on units and topics between students
- color-coded chicklets contain summative information for each topic

[Home](#) • [Reports](#)

THE NROC PROJECT **Developmental Math Course Management and Reporting**

[My Classes](#) [Class Settings](#) [Unit Content](#) [Students](#) [Reports](#)

Select a class to view:

DMPA Sandbox

Export All Units

Class Summary Report
[Unit Progress Report](#) [Class Summary Report](#)

Display Columns:
☒ Student Status ☒ Show Dropped Students

Update Display

Download as Excel

black scores: at or above mastery level
red scores: below mastery level
blue scores: test that has not been completed

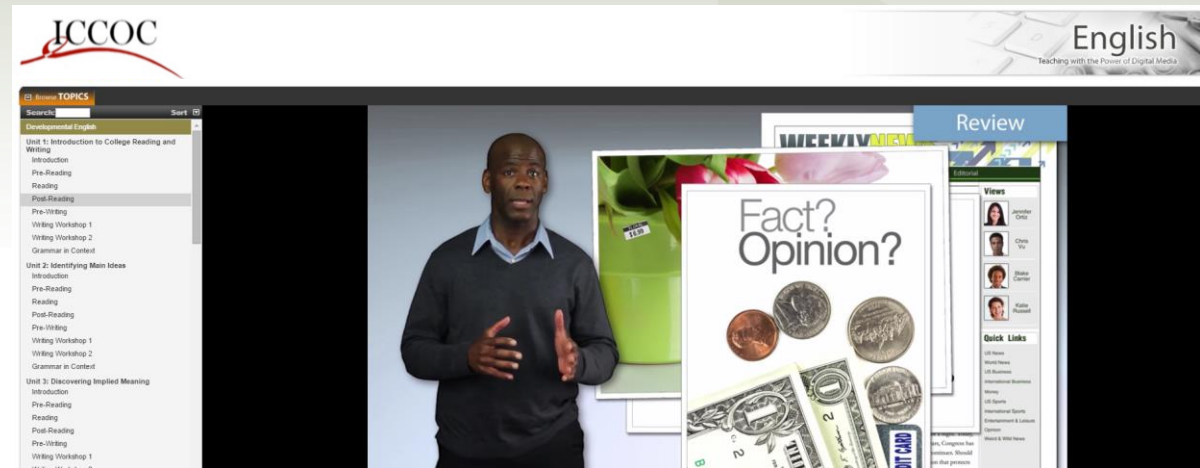
DMPA Sandbox

| First Name | Last Name | Dropped | Whole Numbers | U2 | U3 | U4 | U5 | U6 |
|----------------|-----------|---------|-----------------------------|--------------|-------|-----|-----|---------------------|
| Cross | Phil | | □□□□□□□□□□ | □□□□□□□□ | □□□□□ | □□ | □□ | □□□□□□□□ |
| Rowlett | Brian | | □□□□□□□□□□ | □□□□□□□□ | □□□□□ | ■ ■ | □□ | □□□□□□□□ |
| STUDENT | Ned | | □□□□□□□□ ■ □□□ | □□□□□□□□ | □□□□□ | □□ | □□ | □□□□□□□□ |
| TEACHER | Ned | | ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ | □ ■ □□□□□□□□ | □□□□□ | □□ | ■ ■ | ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ |
| Class Averages | | | 39.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

project.org

Three Ways to Access NROC Content

Select videos and
playlists at your
branded [HippoCampus](#)



Fully functioning
course for
adaptation in your
local [LMS](#)

Math available in
personalized study paths
at iccoc.edready.org

English availability in Fall 2017

[Home](#) > [Developmental English - Preview Units 1-5](#)

[Introduction](#)



[News forum](#)



[Course Configuration and Reporting](#)

[Topic 1](#)

[Unit 1: Introduction to College Reading and Writing](#)



[Click here to begin Unit 1](#)



[Unit 1 Assessment - Form A](#)



[Unit 1 Assessment - Form B](#)

[Topic 2](#)

[Unit 2: Identifying Main Ideas](#)



[Click here to begin Unit 2](#)

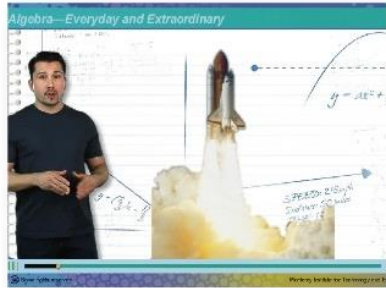


[Unit 2 Assessment - Form A](#)

NROC Content & Applications to Impact College & Career Readiness

THE NROC COURSE LIBRARY

NROC members receive institutional rights of use to our entire course library, including:



NROC Algebra 1
An Open Course
NROCmath.org



NROC Developmental Math
An Open Program
NROCmath.org

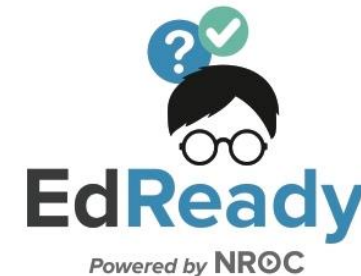


NROC Developmental English
An Integrated Program
NROCenglish.org

OPEN
TOOLS FOR
PERSONALIZED
LEARNING



hippocampus.org/?user=myICCOC



ICCOC.edready.org

Access our new member services portal to begin:



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THE NROC NETWORK

Where NROC members collaborate, connect, and access NROC resources.

GET STARTED WITH YOUR MEMBERSHIP

CONNECT WITH MEMBERS

INSTALL COURSES

GET HELP

WRITE ON!



beta.NROCnetwork.org



NROC Office Hours

<http://NROCnetwork.org/ask>

Available for all instructors/ staff of NROC member institutions.



Live support – every day!

Monday and Friday:
12:00 PM Eastern / 9:00 AM Pacific

Tuesday, Wednesday and Thursday:
4:00 PM Eastern / 1:00 PM Pacific

Thank you!

Terri Rowenhorst
Member Services Director
trowenhorst@NROC.org

Join Us!



NROC.org