

**Teacher Resource Guide**  
**5th Grade Science**

**Table of Contents**

<b>Table of Contents</b>	<b>1</b>
<b>Part 1: Introduction</b>	<b>3</b>
Why Virtual Reality	3
How to Use this Guide	3
Teaching Materials	3
The Student Experience	3
Virtual Reality (VR) Technology	4
The Learning Management System	4
Cultural Literacy	4
Curriculum Delivery	5
The Teacher’s Role	5
Units	5
Video Introduction	5
Assessments of Prior Knowledge	6
Step by Step Walk-through	6
Lesson Files and Teaching Resources	6
Student Projects and Homework	7
Video Links	7
Additional Resources	8
<b>Part 2: Course Content (Units and Lessons)</b>	<b>8</b>
Preface	8
Units and lessons	8
<b>Part 3: Assessments and Rubrics</b>	<b>11</b>
Preface	11
The LMS (Canvas)	11
Assessments	11
Formative assessments	12
Pretests	12
Lesson activities	12
Video Discussions	14
Mastery Tests	15
Summative Assessments	15
Unit Activities	15
Unit posttests	15

End-of-semester tests	15
Florida Standardized Assessments	15
<b>Part 4: Professional Development and Training</b>	<b>16</b>
Preface	16
Resources to support teaching learning in VR	16
<b>Part 5: Feedback and Continuous Improvement</b>	<b>16</b>
<b>Glossary of terms</b>	<b>17</b>

# I. Part 1: Introduction

## A. Why Virtual Reality

Optima Domi offers a Classical Education Curricula with the very latest in virtual learning. We pride ourselves on providing the very best in education resources, virtual experiences, teacher support and teacher training. Everything you need to teach this course is conveniently located in the Canvas Learning Management System and delivered seamlessly through Engage VR. This document will describe these resources in detail allowing you to step right in; and teach your virtual students using research supported best practices for both traditional and distance learning platforms. Welcome to the new world of virtual learning. [A Day in VR](#)

## B. How to Use this Guide

The Optima Domi teacher resource guide is designed to provide a detailed overview of everything you need to deliver course content and monitor student progress. The delivery of instruction is the most influential element of education. As a professional educator you know that teaching is more than just dispensing information. We have designed this curricula to allow you the flexibility to incorporate your own resources and techniques, but all so provide everything you need to assess student prior knowledge, activities to engage students, differentiate instruction and measure individual student growth.

This document was not designed to stand alone. Please review the Course LMS Canvas to gain a full understanding of the resources available to you.

## C. Teaching Materials

### 1. The Student Experience

The student experience is at the heart of a classical education model, and we have designed our curricula to offer the very best on every level. Starting with the student interface to the Canvas Learning Management System. In your review of the Canvas Learning Management System for this course you will see that we have simplified the student experience, moving away from the traditional LMS to provide a more efficient means to locate and perform course requirements. This new approach has streamlined how students interact with the course content and receive detailed feedback. We have found that this innovation has had great success with all students but most importantly the younger students. All student interactions automatically populate into the traditional Canvas Learning Management System platform providing you with all the tools for grading and providing structured feedback to your students. (for additional

information on assessment please see part 3 of this Document Assessments and rubrics)

## 2. Virtual Reality (VR) Technology

Leveraging VR for the instructional component of this course, introduces the instructional advantages of face to face teaching to distance learning model. Student-Student interactions are effortless and natural reintroducing social learning to distance learning platforms. Student-Teacher interactions are more frequent and resemble that of a traditional experience including both verbal and non-verbal interaction. Pedagogical strategies from the face-to-face classroom effortlessly transfer into this new learning environment. But the teaching resources used to support student learning have changed significantly. Students are able to interact with the content in VR like they have never been able to before, but all of your established resources can be seamlessly integrated into this new environment as well. The course architecture was designed to accommodate multiple school calendars and offer maximum flexibility for teacher autonomy.

## 3. The Learning Management System

The LMS contains all instructional materials needed to seamlessly deliver this course. This includes all powerpoints, handouts, student worksheets, video links, VR content and Teacher walkthroughs for each lesson. Please review the documentation under Professional Development and Training to learn about how to deploy these resources.

## 4. Cultural Literacy

Classical Education approach is sensitive to the **cultural differences of Students**. Optima Domi is committed to delivering a classical education to all students interested in this method of education. At its core Classical education puts young minds to work. It leads young people to understand themselves and the world around them. Students do not learn in the abstract. They must acquire concrete skills and gain knowledge in certain disciplines to participate fully and effectively in human civilization. To this end, Optima Domi embraces E. D. Hirsch's idea of "cultural literacy." For people to communicate effectively, according to Hirsch, they must not only use the same language. To express and understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in a given social and political order. One of the great dangers we presently face as a nation is that, in the words of Hirsch, "many young people today strikingly lack the information that writers of American books and newspapers have traditionally taken for granted among their readers

from all generations.” Cultural literacy is not merely ornamental trivia. Rather, cultural literacy is essential to a nation and its citizens. A culturally illiterate America cannot live up to the demands placed upon us by history and the present condition of the world. A culturally illiterate individual cannot comprehend and navigate the vast areas of human knowledge essential to his political, economic, and moral well-being. By endorsing the idea of cultural literacy (and civic literacy), Optima Domi has resolved to break out of the cycle of ignorance that modern culture and modern educational theories and practices perpetuate. The students of our virtual instruction provider will study the traditional liberal arts—language and literature, history and government, mathematics and the sciences, music and art—in a coherent and orderly program. Each curriculum will run from the rudiments of basic literacy and math skills to the higher orders of thought and expression. All students will be required to complete this classical curriculum. Admittedly, different children have different talents. Some students “catch on” more quickly than others. We shall always seek to challenge every student regardless of background all the time.

## D. Curriculum Delivery

### 1. The Teacher’s Role

The Teacher’s Role is to meet the individual needs of each student. This undertaking presents significant challenges with respect to students with established IEP’s derived from a 504 plan. But all students come to our classroom with different cultural backgrounds, experiences, skills and personalities. The adaptive assessment strategy integrated into this course allows you to assess student progress at multiple access points. Content delivery and procedures provided in the Canvas course module provides opportunity to differentiate instruction through regular classroom instruction, formative assessment and summative assessments. By providing you with multiple learning pathways within the curricula, we strive to help you meet the needs of all your students. In order to maximize student success there are **Tools for students:** Dictation software, text to speech....

### 2. Units

Each unit offers a variety of resources to help you be successful. These resources are updated regularly to include:

#### a) Video Introduction

The Video Introduction to the Unit sets the stage for not only the learning environment but also experiential learning opportunities your students will explore. Each video provides a detailed

introduction to the big idea of the unit and the aligned expectations for your students. We offer an overview of the different VR experiences that supplement student learning outside instructional time, suggestions for guiding student inquiry, multiple talking points to drive student discussions and strategies to address common misconceptions related to the unit content.

b) Assessments of Prior Knowledge

Each unit offers students an opportunity to reflect on their prior understanding of that unit's big ideas. This resource serves two purposes: first for the student to actively engage their prior knowledge, setting them up to extend their understanding to the next level. Secondly it allows you as a teacher to diagnose any potential misconceptions or areas of faulty understanding and formulate individualized learning plans and group activities for the unit. For more information see part 3 Assessments and Rubrics.

c) Step by Step Walk-through

The step by step walk-through is located under the teacher resources for each lesson. This document scaffolds out the learning experiences, actions taken by the instructor, and actions for students. It is important to note that this resource is considered to be a guide or suggested sequence of learning activities. but you as a teacher have the autonomy to modify or improve with additional creative activities. This flexibility is essential for meeting the diverse needs of your students but also the ability to pivot and address the individual interests of each class within the content, maximizing your student's intrinsic motivation to learn.

d) Lesson Files and Teaching Resources

All PowerPoints are provided within the unit. They are accessible to you in both your VR classroom and on the LMS platform. Students also have access to course PowerPoints in the LMS to allow for studying, note taking and research. By making this resource available to all students outside of the instructional time students will be able to utilize text to speech and other learning assisted software. An underlying theme of the curricula is to reinforce age appropriate habits for organizing information. The PowerPoints are regularly used as the source of content for note taking and other learning activities. For this reason, all information and supplemental resources are written at the age appropriate reading index as calculated by the Flesch–Kincaid readability tests.

e) Student Projects and Homework

Student projects and homework resemble that of a traditional school environment. These age appropriate activities provide students an opportunity to practice and reflect on their VR classroom experience. In order to minimize screen time for our students most activities happen offline or even outside. Students then upload the specified artifact to the LMS for teacher review. As the instructor for this course, we recommend that you occasionally highlight student submissions during the VR instruction time to promote an intrinsic motivation for homework. Expectations for student work are consistent across grade level courses and schedules are aligned to prevent overloading the student's afterschool time commitments. All activities are designed to allow the student to work independently without parental support. At times parental involvement is strongly encouraged but it is never a requirement for participation. For additional information, see recommendations for parental contact under in the student handbook. Examples of student projects include student notebooks, journaling, hands-on activities, assigned readings and working math problem sets. (All student assessments included in the LMS are discussed in part 3: assessments and rubrics.)

f) Video Links

Video links include content in both 360-degree experiences and traditional 2D formats. During an instructional VR session, we encourage you to use both types of content to simulate a student's prior knowledge, supplement lesson content, promote student discussions and reinforce student learning objectives.

**(1)** The 2D video links are made available to students outside of the VR experience through the LMS to facilitate individualized student needs with respect to closed captioning and the student's diverse language needs.

**(2)** Within the VR instructional environment video assets take on a life of their own, creating an immersive learning environment that can transcend space and time. By pausing 360 video students have the ability to investigate their soundings with a variety of tools. Video holograms of content area experts offer you supplemental content area instruction that is in perfect alignment to the lesson and corresponding standards.

**(a)** These videos were developed to alleviate the need for you to be the sole dispenser of information,

allowing you to focus on your role as a guide through the inquiry process.

- (b) Additionally, instruction provided to the students through these holograms provides the students an opportunity to connect to a greater learning community that extends beyond that of the course and establishes a precedence for lifelong learning. (link to Types of VR content below)

#### g) Additional Resources

Additional resources are specific to each unit and can be found in the LMS. We strongly encourage to deploy these resources with students to provide enrichment that extends beyond the scope of the course content. With respect to differentiated instruction, these resources can allow you to take your students to the next level or provide additional resources during remediation. For this reason, they have been clustered into two categories: enrichment and remediation. It is important to note that we should do our best to ensure that students are perceived as competent by their peers. For students using resources for remediation it is equally important for them to share their ideas, contributing to the group in their own way.

## II. Part 2: Course Content (Units and Lessons)

### A. Preface

All course content is available in the LMS, it is all aligned to standards, assessments and rubrics described in the next section. As a professional educator we believe it important to provide you with the flexibility to add your own content to the course and differential instruction to meet the individual needs of your students. This course description and pacing guide is intended to help you keep on schedule with your work. Note that As the course instructor you may modify the schedule to meet the specific needs of your class, provide additional enrichment and/or remediation. Each lesson scaffolds out the learning experiences, actions taken by the instructor, and actions for students. It is important to note that this resource is considered to be a guide or suggested sequence of learning activities.

### B. Units and lessons

#### 1. Unit 1: Plants and Plant Processes

##### a) Lesson 1 Plant Structures

- b) Lesson 2 Non-Vascular Plants
  - c) Lesson 3 Vascular plants special structures
  - d) Lesson 4 Parts and Function of Vascular plants
  - e) Lesson 5 Photosynthesis
  - f) Lesson 6 Photosynthesis Extension and Animal Kingdom Comparison
  - g) Lesson 7 Plant Reproduction
  - h) Lesson 8 Asexual Reproduction
  - i) Lesson 9 Sexual Reproduction by Spore-bearing plants
  - j) Lesson 10 Sexual reproduction of non-flowering seed plants
  - k) Lesson 11 Plant Structures and Processes Review and Extension
  - l) Unit Activity “Big Idea Challenge” Carbon Cycling
2. **Unit 2: Classifying Living Things**
- a) Lesson 12 Domains: Bacteria, Archaea, Eukarya
  - b) Lesson 13: Kingdoms within Domain Eukarya
  - c) Lesson 14: Kingdoms of prokaryotes
  - d) Lesson 15: Subdomains
  - e) Lesson 16: Scientific Names
  - f) Lesson 17: Classification
  - g) Lesson 18: Different classes of vertebrates and major characteristics
  - h) Lesson 19: Examples of how an animal is classified
  - i) Lesson 20: Biography: Carl Linnaeus
  - j) Unit Activity “Big Idea Challenge”
3. **Unit 3: Cells: Structures and Processes**
- a) Lesson 21: All living things are made up of cells
  - b) Lesson 22: Structure of cells
  - c) Lesson 23: Plant cells, unlike animal cells, have cell walls and chloroplasts
  - d) Lesson 24: Prokaryotes (bacteria)
  - e) Lesson 25: Some organisms consist of only a single cell
  - f) Lesson 26: Cells are shaped differently in order to perform different functions
  - g) Lesson 27: Organization of cells into tissues, organs, and systems
  - h) Lesson 28: Biography: Ernest Just
  - i) Unit Activity “Big Idea Challenge”
4. **Unit 4: Life Cycles & Reproduction**
- a) Lesson 29: The Life Cycle and Reproduction
  - b) Lesson 30: Life cycle
  - c) Lesson 31: All living things reproduce themselves. Reproduction may be sexual or asexual
  - d) Lesson 32: Examples of asexual reproduction
  - e) Lesson 33: Sexual reproduction
  - f) Lesson 34: Sexual Reproduction in Animals
  - g) Lesson 35: Reproductive organs
  - h) Lesson 36: External fertilization
  - i) Lesson 37: Internal fertilization
  - j) Lesson 38: Development of the embryo
  - k) Lesson 39: Biography: Percy Lavon Julian
  - l) Unit Activity “Big Idea Challenge”

**5. Unit 5: The Human Body**

- a) Lesson 40: Changes in Human Adolescence
- b) Lesson 41: The Endocrine System
- c) Lesson 42: The human body has two types of glands
- d) Lesson 43: Endocrine glands secrete chemicals called hormones. Different hormones control different body processes.
- e) Lesson 44: Pituitary gland
- f) Lesson 45: Thyroid gland
- g) Lesson 46: Pancreas
- h) Lesson 47: Adrenal glands
- i) Lesson 48: The Reproductive System
- j) Lesson 49: Females: ovaries, fallopian tubes, uterus, vagina, menstruation
- k) Lesson 50: Males: testes, scrotum, penis, urethra, semen
- l) Lesson 51: Sexual reproduction
- m) Unit Activity "Big Idea Challenge"

**6. Unit 6: Chemistry Matter & Change**

- a) Lesson 52: Atoms, Molecules, and Compounds
- b) Lesson 53: Basics of atomic structure
- c) Lesson 54: Atoms are constantly in motion
- d) Lesson 55: Atoms may join together to form molecules and compounds
- e) Lesson 56: Common compounds and their formulas: H<sub>2</sub>O, NaCl, CO<sub>2</sub>
- f) Lesson 57: Elements
- g) Lesson 58: Elements have atoms of only one kind, having the same number of protons.
- h) Lesson 59: The Periodic Table
- i) Lesson 60: Some well-known elements and their symbols
- j) Lesson 61: Two important categories of elements: metals and non-metals
- k) Lesson 62: Biography: John Dalton
- l) Lesson 63: Chemical and Physical Change
- m) Lesson 64: Chemical change
- n) Lesson 65: Physical change
- o) Unit Activity "Big Idea Challenge"

**7. Unit 7: Earth and Space**

- a) Lesson 66: Earth and Space
- b) Lesson 67: Earth features
- c) Lesson 68: Weather and erosion
- d) Lesson 69: Space
- e) Lesson 70: Forces and Motion
- f) Unit Activity "Big Idea Challenge"

## III. Part 3: Assessments and Rubrics

### A. Preface

The philosophy of education that serves as the foundation for student achievement in this course is derived from the following basic principles:

1. Assessment is a form of instruction requiring prompt feedback and reflection to promote growth
2. Assessments should be ongoing, varied and frequent. Providing students, teachers and parents real time measures of progress
3. Assessments must offer an authentic measure of a student's ability and reflect the appropriate level of rigor and depth for the content
4. Assessment is in no way punitive. It can only have value if it is a measure of growth

### B. The LMS (Canvas)

Provided for this course contains all assessments, answers and rubrics necessary to establish a robust measure of student success. The detailed assessment strategy leverages both formative and summative assessments to guide students down their individual learning pathway. Through the repetition of common assessments across coursework students have clear expectations for success and reduced performance anxiety.

1. For example, in your review of the LMS you will find that there are the same assessments for every unit. Even though the content changes, the processes for assessing students' understanding of the material does not. Therefore, you will have the opportunity to compare student responses across the duration of the experience to chart academic progress.
  - a) A detailed explanation of this process is outlined in the step-by-step implementation guide for each unit. As mentioned above, assessment is a form of instruction, and as the teacher you will find the flexibility to adapt assessments to meet the individual needs of your students.

### C. Assessments

All the assessments are consistent across each unit and aligned to DOK levels for the content. Both formative and summative assessments play an important role in measuring student growth. The formative assessments guide instruction allowing students to develop their understanding and practice skills. Data derived from these assessments allow the teacher to move students along an individual learning plan toward grade level objectives, or move students along to

more advanced levels of understanding. Summative assessments provide an opportunity for students to showcase what they have learned. Allowing teachers to measure student growth toward established objectives.

## 1. Formative assessments

### a) Pretests

Pretests are available for each unit to determine the level of a student has any prior knowledge on the content within the unit. If the student scores the prescribed percentage on a unit pretest, he or she may be exempted from completing the related coursework. Students earning the credit for the first time are not allowed to “test out” of course lessons, this pretest is for those repeating a course. For these students, the assessments are an opportunity to activate prior knowledge for content within the unit. From a teaching perspective, analysis of results will provide indicators of topic areas that may need additional targeted instruction. Item analysis in the LMS will indicate potential areas for concern. These assessments are awarded points that are equivalent to classroom participation, and will not impact student achievement with respect to total points earned. Comparison of pretest scores to unit post test scores will be reported as individual student growth. As a professional educator, you can use this measure of growth as evidence of your impact on student learning. Test banks and rubrics are included in the LMS.

### b) Lesson activities

Lesson activities which encourage investigation and provide practice to students during the lesson. These activities provide an answer key for student use as needed. For open-ended questions, instructors will monitor students using the answer key to ensure students are using fidelity based on the example provided. Through the application of differentiated instruction, you will have students performing at different levels participating in similar activities. For each of the lesson activities, please consider the following remediation. These suggestions align to the essential understandings for the interdisciplinary content standards for the corresponding activity. Individual student submissions will be evaluated by an established rubric in the LMS.

**(1) Compare and contrast** the information gained from the experience, simulations, video, or multimedia sources with that gained from reading a text on the same topic. In Science, if students are reading about, watching videos, and completing experiments that investigate tornadoes and

hurricanes, they can complete Venn diagrams, T-Charts, or other graphic organizers to highlight similarities and differences in their observations and findings.

**(a) Enrichment:** To extend this further, the teacher may ask students to summarize the information in a paragraph that both compares and contrasts the different types of catastrophic storm systems.

**(b) Remediation:** Help the student identify a relationship of a set of items in various categories (e.g., definition, classification, compare/contrast and cause/effect). Next help them identify the text structure of a provided text. Finally with guidance and support, outline a list of key ideas, concepts and information from a provided text. Use additional supports (e.g., graphic organizers) to group related information into provided categories.

**(2) Small Group Discussions,** to develop explanations: By requiring your students to explain the process in their own words, the teacher can assess how well the students comprehend the text they read. If students are permitted to work in groups or partnerships for this activity, teachers will be addressing speaking and listening standards as well.

**(a) Enrichment:** To extend this further have the students develop a persuasive essay on the specific topic and position derived from the discussion. Remind students to balance evidence and opinion in alignment with the ELA standards.

**(b) Remediation:** Help the student to sort relevant and irrelevant information related to a given topic into the correct categories. Then allow them to identify facts and details from information related to a specific topic. Discuss the topic by identifying at least one relevant fact, definition or detail.

**(3) In group discussions** or in individual work, have the students cite specific textual evidence to support analysis of primary and secondary sources. As students experience content related to the class, teachers can ask students to answer open-ended questions that require them to support their claims. Remind your students to support their responses with facts and information from the text or other materials.” This will ensure that students think critically and revisit the text to cite their support.

**(a) Enrichment:** To extend this further have the students write an informational text. Encourage

students to refer to multiple print or digital sources to locate the answer to a question or solve a problem.

**(b) Remediation:** Help the student to identify key information from two or more sources that provides evidence of an answer to a question. Then allow them to integrate key information from two sources into one answer/opinion.

**(4) Write informative/explanatory texts**, including the narration of historical events, scientific procedures/experiments, or technical processes. Have students summarize each experiment they performed as a lab report that explains the steps they followed to complete each experiment. In these reports, the teacher would expect students to use domain-specific vocabulary to demonstrate their understanding of new subject matter.

**(a) Enrichment:** To extend this further, have the students write and propose a subsequent investigation that would allow them to expand their understanding of the topic.

**(b) Remediation:** Help the student to identify key information from the experiment. Help them organize the report under the desired headings. Then allow them to build a discretion of their experience under each heading.

#### c) Video Discussions

Video discussions encourage students to communicate and reflect on concepts, ideas, and respond to their classmates. Discussions help assess students' ability to communicate regarding the target subject. Each lesson in a course has one predefined discussion topic along with a standard rubric for grading responses. Students will submit a short video response to the lesson prompt, then comment on the submissions of their peers. Instructors will monitor the forum to ensure that students are using age appropriate discourse, and provide encouraging comments. Student videos can also be used to promote student discussions during VR instruction. You can select a student's discussion post that is closely aligned to the next lesson and showcase this video to introduce the next topic. This process has been shown to increase student intrinsic motivation to learn. Feel free to include additional discussion topics as needed. Grading rubrics are included in the LMS. To differentiate instruction for student struggling with this task, 1) have students order factual statements to describe a sequence of events or ideas, 2) before recording,

sort relevant and irrelevant information related to a given topic and  
3) Develop the topic by Identifying at least two relevant facts and descriptive details related to the topic.

d) **Mastery Tests**

Mastery Tests are given at multiple points during the unit and provide specific data on areas of growth where the student and instructor have to work together towards mastery of the standards within the lesson. These formative assessments include drag and drop, short answer, multi- level responses.

## 2. Summative Assessments

a) **Unit Activities**

Unit activities provide students with an opportunity to show what they learned throughout the unit and present evidence of the content area they have mastered. These activities often align to the big idea of the unit and allow students to select a project type that aligns to their individual interest. Suggested age appropriate activities are included in the LMS. students will turn in these activities to receive a grade and feedback by their instructor.

b) **Unit posttests**

Unit posttests provide students with an opportunity to show how they have mastered the content within the unit. The tests are provided online.

c) **End-of-semester tests**

End-of-semester tests assess the major standards covered in the course and give the instructor (by reviewing the pretests and midterm) a clear idea of how the student has progressed throughout the course with mastery of the standards.

d) **Florida Standardized Assessments**

# IV. Part 4: Professional Development and Training

## A. Preface

Teaching and learning in VR closely resembles that of traditional face to face instruction. The pedagogical strategies we recommend through the Optima Domi teacher training series are not new. These strategies have been at the core of an

effective instruction model since the beginning of formal education. As professional educators, we agree that learning is an active process. We know that the deepest learning happens when students encounter new ideas and skills, try them out, receive feedback from both their teacher and peers and then try them again. They learn by listening and observing similar attempts by their classmates. It is this social learning environment that sets VR experiential learning apart from other distance learning platforms.

## B. Resources to support teaching learning in VR

Course specific recommendations are located on the teacher's resources page of the LMS. Instructional resources are available in three formats: *Articles* highlighting research supported best practices, *2D videos* (for review on your desktop) that describe the implementation of a specific technique, and or *Archived VR recordings* (for review in your headset) of expert teachers modeling a specific technique in your course.

Teaching and Learning in VR (links to PD videos on our website)

1. Introduction to VR Instruction and Exploring Your VR Classroom
2. Pedagogical strategies Part 1
3. Pedagogical Strategies Part 2
4. Instructional Tools in Engage Part 1
5. Instructional Tools in Engage Part 2

## V. Part 5: Feedback and Continuous Improvement

- A. Teaching materials, curriculum delivery and student achievement are the foundation of a school experience for both teachers and students. With each delivery of this course we evaluate the functionality and usefulness of all teaching resources, student projects and assessments. Additional measures of success include the impact of the course on student motivation to learn, and teacher self-efficacy. The findings from this self-study inform the development of new materials and training resources. Courses are updated regularly to reflect the best practices of our community of teachers. To ensure continuous improvement, we need feedback from you. Please review the teacher training options on your canvas and let us know if you have any questions or ideas. Email: [info@optimadomi.com](mailto:info@optimadomi.com)

## VI. Glossary of terms

Engage: Virtual Reality program used to deliver face to face instruction on a distance learning platform.

IFX: these are virtual objects/ manipulatives that you and your students can create in your virtual classroom.