

COVER PAGE

**ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION
TEACHER WORK SAMPLE:
ANALYSIS OF STUDENT LEARNING**

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NAME OF SCHOOL:	JENKS EAST INTERMEDIATE
CONTENT AREA:	SOCIAL STUDIES
GRADE:	6 TH GRADE
TWS NUMBER:	_____ (TO BE FILLED IN BY STAFF)

*The Learning Needs of Specific Students and Student Groups**

Each of my students has individual needs in regard to classroom instruction, assessment, and activities. However, there are a few students' needs that will require me to change my teaching methods in order to better accommodate their individual abilities. One such student is Josh. Josh is on an Individualized Education Plan (IEP) for his moderate learning disability. In the classroom, Josh participates and speaks well. During my first week at the school, I had the privilege to sit in on an IEP meeting with a couple of his teachers, two Special Education coordinators, and Josh's parents. In this meeting, the parents' most pressing concern was Josh's writing ability. Along with tangible evidence of class work, this meeting enabled me to know that aspect of his ability is what he needs the most assistance with. It is important to recognize, however, that my cooperating teacher and I only see Josh for the subjects of Science and Social Studies. I am not aware of his mathematical ability and this was not discussed during his IEP. Because Josh needs modification for his disability, especially when writing is concerned, I will modify my methods of assessment. Some of my formative assessments will be done audibly instead of in a written form or perhaps through illustration where he would not have to depend so heavily on the legibility of his writing.

Another group of students who need my extra attention in the classroom are those who are classified as "Title One" students. These students need modification in the area of assessment in order to ensure their comfort in testing due to their below grade level abilities. They may need modification in the wording of questions or answer choices due to their lower reading ability. These are modifications I have seen my teacher make. She has also changed the format of the test while keeping the material the same for these students. I will continue to make these types of modifications for those students in need. One other modification I will make is allowing them to listen to the text being read to them from their laptop instead of being forced to read it silently on their own.

The last group of students in the classroom who need modification in activities and assessments is comprised of those who are a part of the Gifted and Talented (G/T) program at Jenks East Intermediate. These students are performing above the sixth grade level in certain areas of their education. Because of their heightened ability, I will be sure to give them activities to do when they finish work early. These activities will include silent reading, vocabulary flash cards, brainteaser activities, etc. I will also modify my formative assessments to allow them to think at a deeper level. For instance, I would ask one of the G/T students a question that might be more challenging or cause the students to think at a deeper level because this type of student may be able to explain the challenging concept to the class in a more understandable way than I could.

Intellectual Characteristics

The students in my classroom range from reading at a 3rd grade level to a 12th grade level. Of my thirty students, there are currently five who are classified as "below grade level." Their abilities range from 3rd to 5th grade. These are the students that are included in my number of Title One students. On the other hand, twelve of my students were determined to be "above grade level." These students' levels range from 7th to 12th grade. The remaining thirteen students are categorized as "at grade level." It is important to note that students were assessed and classified as being "above," "at," or "below" grade level based on the STAR reading assessment that their Language Arts teacher gave them. Instructional and assessment modifications due to differing abilities were discussed in the previous section.

Social Characteristics

The majority of my students get along with their peers. Research has shown that by the age of 11, students start to realize the social aspects about themselves. This is why I believe I have seen that a few of my students gravitate toward being in cliques more than branching out and having a diverse friend group. I am a proponent of building a classroom community and promoting equality amongst the students despite individual differences. I also think that the students will form a new appreciation for each other if they are grouped with individuals they do not normally "socialize" with. There are a few students in the classroom who do not work as well with the other students and have been reported for bully-like behavior. For these students, I would modify the activities so they might work on their own or with a partner that I have selected, this would be done in order to avoid unwanted behavior from the student and others that he or she might provoke. There are also varying levels of maturity in my classroom. I have a few students who tend to annoy their peers with their disruptive behavior. In order to make sure these students are not disturbing the learning of others and their own learning, I will manage the classroom so each student knows that such behavior is unacceptable and should this type of behavior become a problem, there are consequences that will be put into action. Since these years are formative to a student's personality and self-concept, I will make sure my students know that if they ever feel bullied or need someone to talk to, they are welcome to talk to my cooperating teacher, a counselor, or me. Along with the emotional diversity of the classroom, we have racial diversity as well. There are four African American students, an Asian student, a Hispanic student, and one Native American student in addition to the twenty-three Caucasian students. Because of this diversity, I need to be aware of differences in priorities, traditions, and home life of these students when communicating with parents or with students.

Physical Characteristics

Since some of my students have hit puberty already, they are considerably taller than some of their peers. Also, in addition to height, some girls are more developed than others and some boys' voices have begun to change. Since most of the students are still in the pre-pubescent years of their childhood, I will make sure I explain to the whole class that we are accepting of one another no matter what unique qualities each student may possess. Should a student feel singled out because of appearance or individual differences, he or she will know that I am always available to assist them in any way I can whether that be directing them to a counselor or to my cooperating teacher.

Disaggregation of Data

Data gathered during this study will be disaggregated based on gender, grade-level ability as determined by the STAR reading assessments, and participation in supplementary programs.

*refer to attachments 1 and 2 in appendix

For Unit Goals and Objectives refer to attachment 3 in appendix.

Multiple Instructional Strategies

During my unit, students will use a variety of learning strategies. These strategies will include evaluating, summarizing, presenting research, and using mapping skills. More specifically they will be evaluating the value of websites, summarizing information found during research, presenting research in a professional way, and using mapping skills to locate various locations, regions, landmarks, physical features, etc. My instruction will address the aforementioned learning strategies when I model these skills for my students during the days prior to the introduction of new material and then allow them to use the strategies themselves. During the two days before the students' portion of research, we will complete a collaborative project addressing the five themes of geography for the city of Tulsa. This collaborative effort will include my modeling of how to conduct appropriate research, how to arrange research on a presentation poster, and how to present the poster.

In order to encourage students' use of critical thinking, problem solving, and performance, I will create opportunities for students to practice these skills. Students will use critical thinking when they use their judgment and language skills to turn information they find on websites into their own words for presentation on their project. They will also have to use judgment when they decide which websites to use for research and what information they should combine with their project partner to create the final presentation. Students will use problem-solving strategies when they work with a partner. These problem-solving strategies will be used when they determine ways to check the validity of information if they come across a discrepancy in their combined research. Students will also problem-solve when they determine how to display their research on their project posters. Students' performances will take place at the end of this unit when they present their projects to the class. They will be evaluated based on a rubric that assesses the accuracy of their research, their ability to present information in an academic setting, and the neatness of their final project.

Adaptations to Instructional Strategies

Because I have gifted students, students in the Title I program, and one student on an IEP, I will need to make adaptations in classroom instruction. For my student who is on an IEP and has trouble with writing, I will allow him to make his research notes on his computer instead of having to write them out on notecards.

Those students who are in the Gifted/Talented program will be required to complete an extra project that covers the geographic theme of movement. They will be given a list of interview questions to ask their parents about their ancestors' migration to the United States. The interview questions will then be transferred into a story format that the students will type up and present to the teacher.

Last, the students who are a part of the Title I program will be asked to conference with me a second time during their research process so I can further guide their research. I will also make adaptations for those students who do not have access to a computer or internet at home. Since they will not be able to work on the project at home, they will need to stay inside at recess to complete their research. I will also extend their research into day four if they need more time to finish due to non-school reasons.

Active Inquiry, Classroom Community, and Checking for Understanding

Because this unit requires students to do independent research on a location or landform, it is basically rooted in active inquiry. Students will be searching for accurate information to include in their Five Themes of Geography project and making their own judgments when determining what information is appropriate to include in their notes and final presentation.

In order to maintain a supportive and cooperative classroom environment, I will stress to the students that when they are working with their partners they should be respectful of one another's opinions. They will be informed that if they disagree on information they may consult me or do further research in order to find the correct information and solve their dispute.

During this research process, I will check for understanding by conferencing one-on-one with each of the students and giving them formative assessments at the end of each day to assess whether or not they understand the material that we discussed during the mini-lesson.

Instructional Resources

Instructional resources I will be using during this unit include Safari-Montage videos that coordinate with my mini-lessons and various books that include aspects of the five themes of geography. I chose these resources because they are more likely to engage the students and get them interested in what they are going to be learning about. It is also important that I incorporate visual learning (videos and books) into the unit because some students need images to connect with their learning because they learn more easily from seeing information than hearing information.

Collaborative/Instructional Groups in the Classroom

Collaboration groups will be incorporated into this unit once the students have finished the independent portion of their research. They will join with another student to create a poster about the five themes of geography in relation to a certain place or landform. We, as a classroom, will collaborate during the project modeling days in order to determine what information we would like to include on our "Tulsa Themes of Geography" project. I plan on using these collaboration opportunities because students tend to own their learning and thinking more if they are able to discuss it with classmates.

This collaborative teaching will also help accomplish one of the instructional goals because the students will have the opportunity to attempt working cooperatively with other students in order to create their final project.

Technology Usage During the Unit

Technology will be integrated into my unit every day that I teach. Students will be using laptops to do individual research as well as research that will help create the classroom model of the project. Students will also be taking their pre-assessment using a remote system in which they see the test questions on the SmartBoard and use a remote to click their answers in. The SmartBoard will also be used to play videos and display websites that I want to show the students during our collaborative research.

Knowledge of Factors in the Students' Environment Outside the School

My plan takes into consideration factors outside the school environment because I adapt instruction in order to accommodate each student's needs. Not only do I consider their academic abilities or limitations, I also consider the fact that some of them may not be able to do research outside the classroom. The students who are unable to complete research outside the classroom environment, as mentioned earlier, will have opportunities to work on their research during recess or lunchtime. Deadlines may also be extended for students if they are absent or further difficulties arise. During our collaborative research, I will also consider that some students have not travelled the Tulsa area as much as others. For the students who meet those needs, I will need to explain what different physical and human characteristics we are discussing. I may also show pictures of these items so those students have a better idea of what the class is discussing.

Alignment of Objectives, Activities, and Assessments

In order to make sure that my instructional process, objectives, and assessments are aligned, I will consult my objectives as I create my unit plan. To be sure that I follow that plan in my teaching, I will refer to my unit plan every evening before the next day of school in order to know exactly what I should be doing in the classroom the following day. Finally, I will create my assessments in a way that each TWS objective is addressed. This will only be possible if I check my objectives while I create the assessments in order to be sure that all the objectives are being covered. *refer to attachment 4 in appendix

Validity of Assessments

In order to be effective and show true data, assessments need to be valid and address the objectives that have been set forth for the unit. My assessment plan includes a pre and post assessment and formative assessments. Each of these assessments covers at least one of the unit objectives discussed in Factor II of this paper. The pre and post assessments for my "Themes of Geography" unit cover the TWS objectives by asking for an example of each theme and giving at least four choices for the students to choose the correct example from. Each formative assessment is planned in order to determine how the students' thinking is being transformed and what information they are able to own and retain after each lesson. The formative assessment that involves the students preparing their own definitions of each theme of geography is used to help me see how well the students understand each theme of geography. This practice will prepare them for the final, summative assessment when they are responsible for finding examples of each theme of geography. Each of these assessments allows students to work toward reaching the unit goals set in place in Factor II by deepening their knowledge about the five themes of geography and allowing them to work toward creating a culminating project to display their knowledge of the five themes.

Format of Assessments

The format for the pre-assessment is appropriate because it allows the students to be assessed for knowledge in all the TWS objectives in a quick and effective manner. The program that I used for the pre-assessment was able to show me the answers that students gave to each question and the final scores of each student. They are familiar with using technology as a learning mechanism so they had no difficulty transitioning into this new way of testing by using remotes instead of paper and pencil to take the test. I chose my format for the formative objectives based on what I thought would assist the students most in their learning process. For instance, when the students write their own definitions of the five themes, they are able to mentally process what they think each theme is and putting it into their own words makes them own their thinking. The formative assessment that requires the students to conference with me is a way of assessing how well the students understand the process of their research and the meeting allows me to see what I may need to reteach or talk about a bit more in my instruction. Last, each day that I have the students write about how the theme of geography affects them as individuals, they are having to rely on their background knowledge and their new knowledge to form their thoughts and answers. This connection between experience and new information makes the lesson more "real" to them and we have learned that students are more likely to retain knowledge that applies to each of their lives.

Technology Usage During Assessment

The use of technology in this unit is prevalent each day. The students get to watch a video that introduces the theme of geography I am discussing with them each day, they use laptops to conduct their research during class, and the pre-assessment was completed using a remote system. Part of the post-assessment will take place using an online testing program on which the students will be given 15 questions related to the five themes of geography. The mapping portion of the post-assessment will take place on paper. The two technological programs that are used for testing analyze the student data for me. They will show each student's score and what each student picked as an answer for each question. These features will help me disaggregate and analyze data.

Types of Assessments

I believe that each of my tests are reliable and valid because they only cover material I presented in my unit objectives and they are put to use in order to help my students achieve the unit goals that were described in Factor II. Most of my TWS objectives were in the cognitive domain so my assessments were formatted with that in mind. The "conference" formative assessment falls under the affective domain, however in order to assess that students are conducting proper and academic research, they will be responsible for editing their notes, which incorporates the psychomotor domain. I chose each of these assessments based on the students' needs and my foresight as to what I would need to concentrate on in the unit. I want my students

to fully understand each theme of geography and be able to retain that knowledge so they may apply it to their own lives.

Assessment Challenge

Each assessment is challenging for the students in its own way. The pre-assessment was challenging because the students did not have very much background knowledge to base their answers on. Each formative assessment challenges the student to think on his or her own and use their new knowledge to achieve some sort of goal put forth by the assessment. The post assessment is challenging because, not only does it force the student to find real examples of the five themes of geography, but it also asks them to physically plot points on a map without being given the exact coordinates of that place. They will find these points by using their knowledge of “relative location.” Each of these tasks also requires the students to be present during instruction. Should they miss a day of class, they would miss one of these assessments and that would affect how well they do on the post assessment. Since a couple of my assessments call for the students to use their own words to describe the five themes and how those affect them as individuals, they will need to have a deeper understanding of each theme in order to form their answers and thoughts.

*refer to attachment 5 in appendix

Adaptations to Assessments

In order to be sure that each of my students is receiving the proper attention that he or she needs for individual abilities, I have made accommodations for these students on each assessment. The pre-assessment has adaptations for each student because I wanted to avoid test-based anxiety and receive accurate results instead of results altered by stress. By allowing the students to take the test using the remote system, they are using technology instead of a paper and pencil based test (which will sometimes cause students to become more stressed, as we have learned) and having the questions read to them out loud to them makes the assessment more suited to those who are at a lower reading level. The formative assessments have been adapted for Title I students and my student on an IEP by shortening activities and giving more specialized attention in order to be sure they are staying on schedule to finish their project and understanding the content of this project. Last, for the post-assessment, adaptations have been made for students with special needs should they need more time for the test. They will be permitted to come in during recess and finish if they do not get done.

Prior Knowledge of Unit Content

Because the class average on the pre-assessment was a 36.3%, I learned that my students do not have a lot of background knowledge about the five themes of geography and that my questions were probably above the level that they are used to taking tests on. The highest score achieved by a student was a 64% and a student in the G/T program achieved that score. The most common score was a 36% on the pre-assessment and the lowest score was a 14%. The two 14% scores that were received were received by one Title I student and one student who is currently on medication for ADHD.

Disaggregation of Data

After disaggregating data, I learned that the girls scored 5% higher than the boys and 2% higher than the class average on the pre-assessment. This does not surprise me because we have learned in prior classes that girls are typically more inclined to try and achieve higher scores on tests, that they are more concerned with school than boys are. Also, there are more Gifted/Talented (G/T) girls in my class than boys so their (the girls) scores would be higher because of that factor. The boys' average was a 33.7%, which was 2.6% lower than the class average. Similar to what I said earlier, this lower score is probably due to the fact that there are more girls in the G/T program than boys. Also, I learned that, based on student STAR assessment scores, those on a higher-grade level scored higher on the pre-assessment. However, as seen on the graph denoting this information, the average of the 3rd grade level student (36%) was higher than the average of those students on a fourth (25% average) and fifth grade (27.7% average) level. I believe this higher score for the student on a third grade level was due to chance and guessing by the student, not actual knowledge of the material.

Pre-Assessment Data's Effects on Instruction

Due to the fairly low scores on the pre-assessment, I designed my activities so I would be covering specific material every day. I designed the unit like this so my students would be able to learn about the five themes of geography in depth and in detail. By teaching them a specific theme each day, they get to concentrate on learning the aspects of that theme and, hopefully, retain more information by concentrating that intensely on one idea. I changed how I approached instruction for those students in the Title I program by planning for more research assistance with them. Since they are on a lower level, their thinking is not as divergent, so they need more help trying to plan what they are going to search in order to find the information they are searching for. For my G/T students, I will ask them to do more of their own thinking when they are researching. Instead of telling them exactly what to research, I will simply tell them to refine their search in order to find what they seek.

Adaptations to Instruction

Because I have five students who are classified as Title I, I was sure to plan numerous adaptations for them during my instruction. Most adaptations for these students require me giving them extra assistance when needed or giving them extra time to complete tasks. Since these students are at a lower level than their fellow students, I lowered the standard for their personal responses (as seen in the table)* on the days they were asked to complete this type of activity. Some adjustments that I made for the whole class were planned simply for the sake of making the learning process and the project process run more smoothly. By allowing students to start a new poster should they mess up or letting them write their notes in bullet points, the students are less likely to stress about making their work perfect. My desire is for them to learn the material and retain it, not stress over making an extremely detailed, flawless project.

*see attachments in appendices

Student Progress Based on Assessment Data

By giving my students a pre-assessment, I was able to determine where they were at with their knowledge of the five themes of geography. From there, I designed by formative

assessments so I could make sure the students understood the material that was being taught to them. These assessments were done in class through informal observation, class notes, and pop quizzes that the students completed during and after material was taught. After seeing how the students performed on their formative assessments and listening to them discuss material in class, I created the post assessment. The students seemed to understand our discussions in class and were able to connect their background knowledge to the new material I presented. That is why I used examples from our discussions in class on the post assessment.

Student Results of Adjustments

Based on the low pre-assessment results, I planned for extra assistance for my Title I students and my student on the IEP. I believe that the adjustments I made assisted the students who needed that extra push in order to complete their work to the best of their ability. In contrast to my original plans to allow these certain students to write research in list forms on their final projects, I actually found that because the students were grouped strategically with Gifted or higher-achieving students, all of them were able to write on their posters in complete sentences. Formative assessments helped me determine adjustments on the scheduling of activities. Some students needed more time to finish their projects so I adapted to the situation and shifted the schedule in order to accommodate those students. Last, students who needed extra time were given it during the post-assessment and I believe that this created a reliable assessment because the students did not feel rushed.

*refer to attachments 6 and 7 in appendix

Analysis of Learning Results

Because the class average was an 84.8%, I feel confident that my students learned what I set out to teach them. Most of the students scored fairly high on the computer part of the post-assessment. Most of them ran into difficulty when they had to plot where certain cities were on a map of the United States. They were able to get the general vicinity of the city but were not close enough to be accurate. They also had trouble recalling the aspects of the theme of movement we discussed in class. Some were unable to remember the information and some did not follow directions and write two to three sentences about that discussion. Because of these two reasons, many students did not receive perfect scores on their post-assessment and the two objectives covering those questions were not met as best as they could have been.

After further analyzing student data on the post-assessment, I found that most of the disaggregated data was similar in regard to scores. The average score for the boys (83.5%) was very close to the girls' average score (85.9%). Once again, the girls in my class scored higher than the boys. As I explained earlier in this paper, I believe this is due to the higher number of girls in the G/T program. I also found that the Title I subgroup scored, on average, a 73.6%. This is a marked improvement considering their pre-assessment average score was a failing grade. As far as grade level achievement on the post-assessment, the results were similar to the pre-assessment findings. Once again, the third-grade level average was higher than a couple of the higher grades' averages. I believe that one of the third-grade level students must be a very good test taker or the STAR score for this student is inaccurate. Like I mentioned earlier, I believe the objectives covering plotting cities and explaining movement were not covered as well as other objectives because all the students had trouble with these questions, including these subgroups. I know now that I should have incorporated more practice for the plotting of cities, in order to ensure their understanding of the process.

Influence of Instructional Time on Student Learning

My unit plan was for seven days, in all I took up almost two weeks of instruction time. I do not think that my original plan allowed enough time to cover all my objectives and adequately include all the material I wanted to present. Because my class time with the children is limited to 90 minutes each day, time constraints were an issue at first. Gradually, I realized that I would have to adjust the schedule in order to allow my students enough time to truly understand the material and have enough time to complete their research projects to the best of their ability.

Reflection of Degree of Learning on Post-Assessment Results

I believe that the results of the post-assessment do reflect the degree of learning that the students did in the classroom. Through every activity, we would constantly discuss what we had learned about the other themes and we reviewed the themes every other day, if not almost every day. I could tell by the language they used during discussion and the definitions for the themes they came up with that they understood the subject matter and were able to apply it as best they could to new information that they were covering in individual research.

*refer to attachments 8, 11, and 12 in appendix

Interpretation of Student Learning According to Unit Goals

After looking back at the learning goals for the unit, I can say with confidence that each goal was met. I think the students could use more practice in researching but I think that they did an adequate job of doing this process, which was very new to them. I also think they all worked very well with their groups to create a final project. And according to the post-assessment results, it is obvious that they have formed a good idea of what each theme of geography incorporates and what each theme means.

Barriers to Student Learning

Even though most students did well on the post-assessment, there were still some barriers to their learning. These barriers included, for the whole group, the hour at which I taught them. Their class time was from 7:50am to 9:25am. Because their class met so early in the morning, some of them were still half-asleep during class. Near the end of my time at the school, we started incorporating stretching into our class every day so the students could rouse themselves a bit. Title I students had trouble in class because they lack the ability to problem solve. This caused them issues when they would research and fail to find material they could use in their presentation. They could not figure out what they should research next in order to find the desired information. The barriers that were present for boys were also present for girls. Even though the class met very early in the morning, some of the students still found a way to be quite talkative during instruction time. I would have to constantly tell someone to stop talking to another student. I needed them to remain quiet so other students could hear what I was saying. Students in the Gifted and Talented program seemed to get done with their research before everyone else, so they had issues when they would have to wait for their fellow group members to finish their research before the final presentation process could begin.

Student Motivation and Behavior

I found that my students were most motivated when they were able to work on their own. They did not really appreciate the type of direction that requires them to follow along with my instruction for extended periods of time. They behaved in this way because most of them were self-motivated with the appropriate guidance. However, sometimes when they would work by themselves a few children would stop working, causing me to remind them multiple times to stay on task. This is where I ran into the most classroom problems. When students would get off task and start talking or finding a way to entertain themselves is when I would have to practice classroom discipline such as having them sign the discipline book for being off task or speaking to them assertively.

Student Social Interaction

Most students were cooperative with their peers during class. I never had to separate fighting children because most students were able to sort out their disagreements either on their own or after talking with my cooperating teacher or me. On the other hand, since most students were able to get along with each other so well, on many days I would have to constantly remind students to stop socializing and concentrate on the work they had been given that day. I found that having such a close-knit group was both beneficial and detrimental at times.

Engagement

I believe that my students were most engaged when they were able to complete a task either with a group or by doing some sort of hands on activity. I found that they were more engaged during this unit while they were creating their presentations because it required them to write, draw, cut, paste, etc. Often, before I started my unit, the students were simply on their laptops doing textbook work and could get through the work without much problem solving. Working in a group to create a final project incorporated many different skills in order to research and work effectively in a group setting.

Alignment

During the whole teaching process, I kept in mind what exactly I wanted my students to learn. When creating activities and assessments, I referred back to my goals and objectives to be sure that all instruction was aligned. Each question on the pre and post assessments was directly related to one of the TWS objectives I planned on covering in the unit. After seeing the students' improvement from the pre to the post assessment, I believe that all my instruction was correctly aligned to ensure student success.

Successful and Unsuccessful Activities

One successful activity I did with my students was having them take notes every day during our mini-lessons. I think that by giving them information to write down, they created an anchor for their thinking during research and further studies. They were able to go back to their notes during their research and during the creation of our class anchor chart. This brings me to the second successful activity. Our class anchor chart was a great study tool for the students because the process of creating it forced students to come up with their own definitions of each word then discuss with each other what they came up with. This collaboration process let the students hear other perspectives of the definitions and this helped them to broaden their thinking on the themes. By discussing the themes so often and writing down their thoughts, the students solidified the information in their memory, thus helping them remember it for their test and future learning.

As far as unsuccessful activities, the research process proved to be much more difficult than was originally thought. I believe the reason for this was because the students are unable to think broadly. They are used to being asked questions that have one answer so they would have a hard time figuring out what to research if they did not find any information after their first search on Google. I also believe they found research to be difficult because they are part of the generation that is used to having instant gratification. When they did not find exactly what they were looking for the first time they researched a topic, they would come to me to ask for help. I had to constantly tell them to refine their search or type in different key words to search. The process was daunting but I believe with more practice, they will become better researchers. Another activity that was partly unsuccessful was the creation of the final project. I believe this was due to the fact that the students did not receive their rubric until they had already started on the final presentation. Before then they had only seen my write the requirements for the project on the board or say the requirements out loud.

Instructional Decisions and Impact on Student Learning

During the unit, I decided to prolong the research process because the students were not finding information in a timely fashion and needed a lot of guidance when looking for the material they needed for the project. I found that I worked a lot better in the classroom when I was able to deviate from my plan easily and improvise when my plan needed modifying. There were days that the students were either not focused or were researching the more difficult themes to find information for and the class got a little behind the unit plan schedule. Because of this, I decided to start planning day by day what I was going to do with the students instead of rushing them through my premade unit plan. I believe that by slowing down the research process and really discussing, as a class, the themes of geography, the students formed a better understanding of them and will be better able to remember them in the future.

Future Teaching

In the future, I will be sure that I take into consideration my students' levels of learning before I design a unit. I will also make sure that I accurately and constantly keep track of their learning so I can plan my lessons to meet their needs or deficiencies in understanding. If I could do this unit over again, I think I would make it a three-week process. By taking the process slowly and going through every single step of research and discovery as a class, the students would probably have had an easier time researching and had a deeper understanding of the material. I would also modify the final presentation format so students would have a larger poster to put completed work on and I would have required them to type the material so it was easier to read. I found that, due to the small size of their final project poster, the students were less motivated to make the project creative and professional. I also need to become more skilled in my interactive writing process so I am asking open-ended questions and making the activity so everyone participates and writes and speaks, not just those who want to participate. When I did this in class, I gave

students the option of writing so I am sure some of them were disengaged. By changing the process like I have suggested, I am sure they would all be more alert.

Disposition and Effect on the Learning Community

I believe that my assertive yet kind demeanor was appropriate for my students because of the age they are at. By sixth grade, students cannot be “babied” in the classroom. They must be prepared for their middle and high school careers and that is why I shifted my mindset toward an older age group and changed my teaching and interaction style in order to gain students’ respect but also let them know that I cared for them. The effect my disposition had on the learning environment was a positive one because my students knew what I expected of them but they also learned that I had grace when grace was needed. My students also never heard me put another student down. I made sure to let my students know that they were to be respectful of one another and that I expected them to respect me that way I respect them. By attempting to create a respectful learning environment, I believe that the students were better able to concentrate and share their ideas without the fear of being wrongly criticized by classmates. Something I also strived to do during this placement and something I will continue to do is love my students even when I do not feel like loving them. Sometimes students would get on my nerves in class or they would behave badly and I would become displeased with them. However, I believe that in order to be the best teacher I can be, I must love each student and care for each student so the classroom community I have mentioned can be created.

Personal Improvement

I believe my abilities as a teacher have been transformed during this experience. As a teacher-candidate going into this internship, I was nervous and felt unprepared. Now, as I reflect on the past eight weeks I can see marked growth. I feel much more confident in my classroom management skills and my ability to keep a classroom functioning and going after a lesson has been introduced. I know that, after conferencing with my supervisor, there are aspects of my teaching that need to be improved upon. One, I need to make sure that I am making an effort to let my children know what the purpose is for each of their activities or experiences. Their activities need to be centered on preparing them to be independent learners. I also need to be sure that my classroom is a safe environment in which every student is comfortable but challenged in his or her learning and motivated to be engaged. I hope to do this by complying with my professional goals that are presented in the next section.

Professional Goals

In order to grow as a professional, I need to be mindful of my flaws and ways that I can grow as a teacher. First, I have come to realize that I want to strengthen my ability to tie all my teaching back to audience, message, and purpose. I think that if I do this, it will allow my students to become more motivated because they will know exactly why they are doing that work. It will also help me keep track of exactly why I am teaching my students the material. I believe this will also help my students when they go to other classrooms. They will be able to determine, on their own, why they are learning, what they are learning, and who the learning is applicable to besides themselves. I have also noticed that I need to work on making sure my language and discussions with the children are cultivating an insightful and divergent thinking classroom. When discussing with my students, I would like to ask more questions that have more than one right answer so the students have an opportunity to broaden their thinking. Through our discussions, I hope to discover different ways of thinking as a class community.

Performance Improvement

In order to improve in my planning, I will be sure to create a week block in which I make a “skeleton” plan for the instruction, this type of plan gives the gist of what I will be covering but leaves room for improvisation based on student progress and unexpected class interruptions. Also, to improve my interactive writing process, I will need to practice it many times with my future classes in order to perfect the activity. I also think it would be good practice to create a list of goals that we want to achieve as a class during each new unit. By doing this, the class will have an anchor to go back to when they are unsure about what they are learning or where the learning will venture next. This kind of class collaboration will also give the students a chance to own the unit planning process. Last, I want to continue to strive to love each of my students. This will only happen by the grace of God and by constant prayer for them and their families.

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CONTEXTUAL INFORMATION SHEET

Please indicate:

Semester: Fall Year: 2013

Your certification/licensure level (check all that apply):

☒ Early Childhood (Birth - Grade 3)

☐ Secondary (Grades 6 - 12)

☒ Elementary (Grades K - 6)

☐ Dual (Elem. and Secondary, Grades PK - 12)

☐ Middle School (Grades 5 - 8)

Your certification/licensure area(s) (check all that apply):

☐ Art

☐ Lang. Arts, Middle Level

☐ Physics

☐ Biology

☐ French

☐ Psychology

<input type="checkbox"/> Business	<input type="checkbox"/> Health	<input type="checkbox"/> Science, General
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Journalism	<input type="checkbox"/> Science, Middle Level
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Early Childhood Ed.	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social Studies-Middle Level
<input type="checkbox"/> Early Child., handicap	<input type="checkbox"/> Mathematics, Middle Level	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Earth-Space Science	<input type="checkbox"/> Music	<input type="checkbox"/> Spanish
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Elementary	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Speech and Theatre
<input type="checkbox"/> Language Arts	<input type="checkbox"/> Physical Science	<input type="checkbox"/> Other: _____
<input type="checkbox"/> ESOL		

Identify the course, unit content area, (e.g., "Language Arts," "Biology," "Math," Social Science," etc.), and grade level(s) of your Teacher Work Sample.

Course: Social Studies and Science Content Area: Social Studies: Themes of Geography

The grade(s)/level of students in your classroom (check all that apply):

<input type="checkbox"/> Preschool	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 4 th Grade	<input type="checkbox"/> 9 th Grade
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 5 th Grade	<input type="checkbox"/> 10 th Grade
<input type="checkbox"/> 1 st Grade	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 6 th Grade	<input type="checkbox"/> 11 th Grade
<input type="checkbox"/> 2 nd Grade	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 7 th Grade	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 12 th Grade
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 3 rd Grade	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 8 th Grade	

A. Class/Classroom Information

Grade levels in class (List all that apply.)

6th

Ages in class (List all that apply.)

Ages 11-12

Number of students enrolled in class

30

Number of students typically present

28-29

Time available each day to teach all students (in this class) 90 minutes

How would you rate the overall socio-economic status represented in classroom? (Provide approximate percentages of students that represents each category.)

Upper class	<u>5%</u>
Middle class	<u>65%</u>
Lower class	<u>30%</u>

Ethnicity(ies)/Cultures represented (please specify):

<u>Ethnicity</u>	<u>Number of Students</u>
African American	4
Asian	1
Hispanic	1
Caucasian	23
Pacific Islander	0
Other (Native American)	1

Gender make-up:

Number of males	14
Number of females	16

Number of students who perform at the following levels:

Below grade level	<u>5 (3rd-5th grade)</u>
At grade level	<u>13</u>
Above grade level	<u>12 (7th, 8th, and 12th)</u>

If students are above or below grade level, identify the different grade levels represented.

Teaching interruptions (ex. frequent intercom messages, student, parents, or teachers who enter class etc.):

Few _____
 Some ☐ ☐ ☐ ☒ ☐ ☐ ☐
 Many _____

B. Resources (equipment and supplies) available for this class (Mark all that apply.)

Overhead/Elmo projector 1 (Ladybug Document Projector)
 Number of computer(s) 2 teacher computers; a laptop for each student (app. 33)
 Video projector 1 (SmartBoard)
 Phone/intercom 1
 TV 0 (SmartBoard functions as TV)

Additional resources in my classroom include maps of North and South America, multi-leveled books for independent reading, diagrams of map terms and natural disaster terms, a document camera, and general school supplies such as pencils, paper, markers, scissors, rulers, and colored pencils for student use.

C. Personnel resources available to you (Indicate all that apply.)

Instructional assistants(s) _____
 Peer (student) tutors _____
 Parent volunteers 7
 Resource Teachers (describe) _____
 Other (describe) _____

D. Individual Differences

Number of ESL students in class 1
 (Students can speak basic or broken English, however, their primary language is NOT English)
 Number of non-English speaking students 0
 (Students who do not speak English at all)
 Number of students in class with IEP's 1
 (Students who have an Individualized Education Plan on file with the teacher or school)
 Number of identified 504 students in class 0
 (Students who have been officially tested and are physically or mentally impaired in some fashion)
 Number of identified gifted students in class 12

E. Number of students in pull-out or supplementary programs

Title I 5
 Gifted 12
 Other (please list, for example: remedial reading, math, etc.)
 There are no other programs the students are involved in.

F. Please briefly describe the school's immediate community:

Population of Jenks, Oklahoma 22,960
 Please list major industry(ies) (ex. oil, farming, steel mills, technology, automotive, etc.):
 Health Care and Social Assistance, Accommodation and Food Services, Construction, Education, Financial Services
 Please list major employer(s) (ex. American Airlines, IBM, Wal-Mart, etc.)
 Jenks Public Schools, ONEOK, AT&T, AEP/Public Service Company of Oklahoma, Bank of Oklahoma, and Wal-Mart
 Students in your classroom mostly from:

Rural areas _____
 Urban areas _____
 Suburban areas ✓

Describe the school district:

Number of elementary schools 3
 Number of junior high or middle schools 3
 Number of high schools 1
 Other types of school configurations 3 (the Alternative Center, Freshman Academy, and a Pre-Kindergarten school)

Are there any of the following in your community? (Mark all that apply):

Community Colleges 1
 Career Technology schools 1
 Colleges or University 7

Contextual and Environmental Factors	Identify source of Factor: <i>Community</i> , District, School, or Classroom	Implications for Instruction
--------------------------------------	--	------------------------------

12 Gifted/Talented Students	Classroom	Offer extra and more in-depth learning activities for students in this program.
There are some teaching interruptions during classroom instruction.	Classroom	Let children know they are to keep working or remain attentive when there are disruptions.
30 students enrolled in the classroom.	Classroom	Attempt to use small groups to enrich activities since it is difficult to meet so many students' individual needs.
Students are in 6 th grade and will be attending a middle school next year.	School and District	Start preparing their minds and behaviors for the routines/ expectations on a middle school classroom.
One student currently living in a shelter.	Classroom	Allow for this student to have an extra 10 minutes to get to the classroom in the morning due to transportation situations.
One Native American student.	Classroom	Observe traditions and cultural limitations of the child's tribe in my materials and presentation of material.
Time available to teach students is 90 minutes each day.	Classroom	Ensure breaks for students such as standing and stretching to ensure full awareness during instruction.
JEI is located in an upper income area of Tulsa.	Community	Be aware that some children are coming from affluent families and will need to be reminded that not everyone has the same background and should be treated with respect.
One ESL student in the classroom.	Classroom	Ask student if his or her guardian will need a translator at parent-teacher conferences and be respectful of her home language.
Ages in the classroom range from 11 to 12 years old and some children will be reaching puberty.	Classroom	Some children may look different than their peers. Let the students know that the classroom is accepting of everyone no matter their differences.
Two students reading at a third grade level.	Classroom	Write lessons and assessments on a reasonable reading level. Offer audible instructions as well as written.

Unit Learning Goals and Objectives
Course: Social Studies
Unit Content Area: The Five Themes of Geography
Grade Level: 6th

Unit Learning Goals:

1. Students will conduct independent research appropriately and efficiently in order to find the required information to complete their projects.
2. Students will work cooperatively with other students to create a presentation over the Five the Themes of Geography.
3. Students will develop an understanding of the five themes of geography through independent research and classroom instruction.

Unit Learning Objectives at a Low Level of Difficulty:

1. Given a word bank, the student will correctly match key terms related to the "five themes of geography" to their definitions. (Cognitive)
2. Given a major American city or landform, the student will correctly recall its political region, economic region, or physical region.* (Cognitive)
3. With a partner, the student will discuss the five themes of geography for a particular place to create a collaborative research project that will be presented to the class. (Affective)
4. When presenting their final project, students will discuss their topic using appropriate and academic language. (Affective)
5. Given a map, the student will locate three major cities/landforms/waterways and correctly label them.* (Psychomotor)
6. Given a point on a map, the student will identify the absolute location of that point by correctly labeling the latitude and longitude coordinates of that point.* (Psychomotor)

Unit Learning Objectives at a Middle Level of Difficulty:

1. Given a city, landform, or waterway, the student will correctly describe, in two or three sentences, a human-environment interaction of that place.* (Cognitive)
2. Given several examples, the student will correctly identify a human characteristic and physical characteristic of a major city in America.* (Cognitive)
3. Each student will demonstrate proper judgment and evaluation by choosing appropriate and academic websites to use as resources for his or her research project. (Affective)

4. The student will report his or her progress on the research project by having a mini-conference with the teacher and showing/discussing his or her notes thus far during day two of class research. (Affective)
5. After creating a collaborative class model of the “Five Themes of Geography” research project, the student will reproduce the research and poster creation process to make a similar project on a place of his or her choice. (Psychomotor)
6. After a mini-conference with the teacher, the student will revise and edit their research notes by correcting spelling, grammar, punctuation, and structure. (Psychomotor)

Unit Learning Objectives at a High Level of Difficulty:

1. The student will correctly explain one aspect of movement across a landform, city, or waterway and that movement’s impact on society by describing the situation in one or two sentences.* (Cognitive)
2. The student will correctly discriminate the difference between a human and a physical characteristic of a place by choosing the appropriate characteristic for each example given.* (Cognitive)
3. Students will give an opinion on what grade they should receive on each of their projects and defend their opinion by justifying it in two or three sentences. (Affective)
4. During research, each student will summarize and put into his or her own words material found in order to create (with a partner) a concise and informational poster for the “Five Themes of Geography” project. (Affective)
5. On a poster, students, with their partners, will arrange various facts they have gathered during their research in such a way that facts are legible, cohesive, and large enough to be read. (Psychomotor)
6. With their project partners, students will combine their research information by writing it on a poster in order to create a single presentation over their chosen place, landform, or waterway. (Psychomotor)

Objectives Justification

In order to form my objectives, I used the Oklahoma C³ Standards for the Social Studies. I selected these objectives because they incorporate every aspect of my “Themes of Geography” unit. From collaborative research to individual research to classroom assessments, each objective helps create the foundation of my instruction and assessment. Not only will students be assessed for knowledge (TWS standards) but they will also be evaluated based on their ability to conduct independent research, work with a peer to create a final display of research, and put written work into oral presentation. The objectives that I have listed cover these skills.

Timeline	Objectives	Instructional Activities	Assessments	Resources and Activities
<p>Day 1</p> <p>Thursday</p> <p>Nov. 7th</p>	<p>Each student will demonstrate proper judgment and evaluation by choosing appropriate and academic websites to use as resources for his or her research project.</p> <p>During research, each student will summarize and put into his or her own words material found in order to create (with a partner) a concise and informational poster for the “Five Themes of Geography” project.</p>	<ul style="list-style-type: none"> Safari Montage Video to introduce themes of <i>location</i> and <i>place</i>. Mini lesson on geographic themes of <i>location</i> and <i>place</i>. Students will start on their “Theme of Geography Project” by finding the absolute and relative locations of their place and the human and physical features of their place. 	<p>Students will be given notes sheets and be asked to fill in the appropriate information on those sheets.</p> <p>When asked, the students will give a thumbs up if they have found their research information for the day. If they do not give a thumbs up, I will discuss their work with them.</p> <p>Students will write three sentences on what <i>location</i> and <i>place</i> mean to them.</p>	<ul style="list-style-type: none"> Safari Montage website Teacher computer Powerpoint for mini-lesson. Laptops for students to use for their research. Social Studies textbooks
<p>Day 2</p> <p>Friday</p> <p>Nov. 8th</p>	<p>Each student will demonstrate proper judgment and evaluation by choosing appropriate and academic websites to use as resources for his or her research project.</p> <p>The student will report his or her progress on the research project by having a mini-conference with the teacher and showing/discussing his or her notes thus far during day two of class research.</p> <p>After a mini-conference with the teacher, the student will revise and edit their research notes by correcting spelling, grammar, punctuation, and structure.</p> <p>During research, each student will summarize and put into his or her own words material found in order to create (with a partner) a concise and informational poster for the “Five Themes of Geography” project.</p>	<ul style="list-style-type: none"> Safari Montage Video to introduce themes of <i>human-environment interaction</i> and <i>regions</i>. Mini lesson on geographic themes of <i>human-environment interaction</i> and <i>regions</i>. Students will complete the <i>human-environment interaction</i> and <i>regions</i> portion of their project. 	<p>Students will be given notes sheets and be asked to fill in the appropriate information on those sheets.</p> <p>Students will conference with me and I will assess their progress on the project thus far.</p> <p>Students will be asked to think of a <i>human-environment interaction</i> of Tulsa and explain their reasoning behind their choice.</p>	<ul style="list-style-type: none"> Safari Montage website Teacher computer Powerpoint for mini-lesson. Laptops for students to use for their research. Social Studies textbooks

<p>Day 3</p> <p>Monday</p> <p>Nov. 11th</p>	<p>Each student will demonstrate proper judgment and evaluation by choosing appropriate and academic websites to use as resources for his or her research project.</p> <p>During research, each student will summarize and put into his or her own words material found in order to create (with a partner) a concise and informational poster for the “Five Themes of Geography” project.</p>	<ul style="list-style-type: none"> Safari Montage Video to introduce themes of <i>location</i> and <i>place</i>. Mini lesson on geographic theme of <i>movement</i>. Read <i>Grandfather’s Journey</i> followed by a class discussion on how the story relates to the topic of movement. Students will do the <i>movement</i> portion of their project. 	<p>Students will be given notes sheets and be asked to fill in the appropriate information on those sheets.</p> <p>I will listen to student’s thinking and assess their processing as the class discusses.</p> <p>Students will write two to three sentences on one way that the aspect of <i>movement</i> has affected their lives or the lives of those close to them.</p>	<ul style="list-style-type: none"> Safari Montage website Teacher computer Powerpoint for mini-lesson Laptops for students to work on their projects. The book <i>Grandfather’s Journey</i> by Allen Say
<p>Day 4</p> <p>Tuesday</p> <p>Nov. 12th</p>	<p>With a partner, the student will discuss the five themes of geography for a particular place to create a collaborative research project that will be presented to the class.</p> <p>After creating a collaborative class model of the “Five Themes of Geography” research project, the student will reproduce the research and poster creation process to make a similar project on a place of his or her choice.</p> <p>On a poster, students, with their partners, will arrange various facts they have gathered during their research in such a way that facts are legible, cohesive, and large enough to be read.</p> <p>With their project partners, students will combine their research information by writing it on a poster in order to create a single presentation over their chosen place, landform, or waterway.</p>	<ul style="list-style-type: none"> Five Themes of Geography Anchor Chart Students will collaborate with other students who picked the same place and start merging their work to create a final project. Students who finish projects during class will be asked to quietly rehearse their presentations. 	<p>Students will write their own definition of each theme of geography to study from and then some students will write their definition on the Anchor Chart.</p> <p>Observational assessment will be done as I determine which students are working well with their partners and how far the groups are getting on their projects.</p>	<ul style="list-style-type: none"> Chart paper Poster paper Classroom supplies for projects*
<p>Day 5</p> <p>Wednesday</p> <p>Nov. 13th</p>	<p>After creating a collaborative class model of the “Five Themes of Geography” research project, the student will reproduce the research and poster creation process to make a similar project on a place of his or her choice.</p> <p>On a poster, students, with their partners, will arrange various facts they have gathered during their research in such a way that facts are legible, cohesive, and large enough to be read.</p> <p>With their project partners, students will combine their research information by writing it on a poster in order to create a single presentation over their chosen place, landform, or waterway.</p>	<ul style="list-style-type: none"> Quick review of the Five Themes of Geography by discussing the anchor chart Students will continue working with partners to create the final project. Students who finish projects during class will be asked to quietly rehearse their presentations. 	<p>Observational assessment to be sure students are working cooperatively and at an appropriate pace to finish the project on time.</p>	<ul style="list-style-type: none"> Anchor chart Classroom supplies for projects*
<p>Day 6</p> <p>Thursday</p> <p>Nov. 14th</p>	<p>When presenting their final project, students will discuss their topic using appropriate and academic language.</p> <p>Students will give an opinion on what grade they should receive on each of their projects and defend their opinion by justifying it in two or three sentences.</p>	<ul style="list-style-type: none"> Students, with their partners, will present their final projects. 	<p>Students will be asked to take notes on each presentation on pre-made note sheets in order to ensure they are listening.</p> <p>Students’ projects will be assessed according to the rubric they have been given.</p>	<ul style="list-style-type: none"> Pointer Classroom microphone

Day 7 Friday Nov. 15th	Given a word bank, the student will correctly match key terms related to the "five themes of geography" to their definitions. All TWS Objectives	<ul style="list-style-type: none">• Students will be tested over the Five Themes of Geography.• Free-reading time after students are finished with their tests.• Read-alouds of various books that describe the themes of geography	Students will complete the post-assessment for this unit.	<ul style="list-style-type: none">• Various books that incorporate the themes of geography

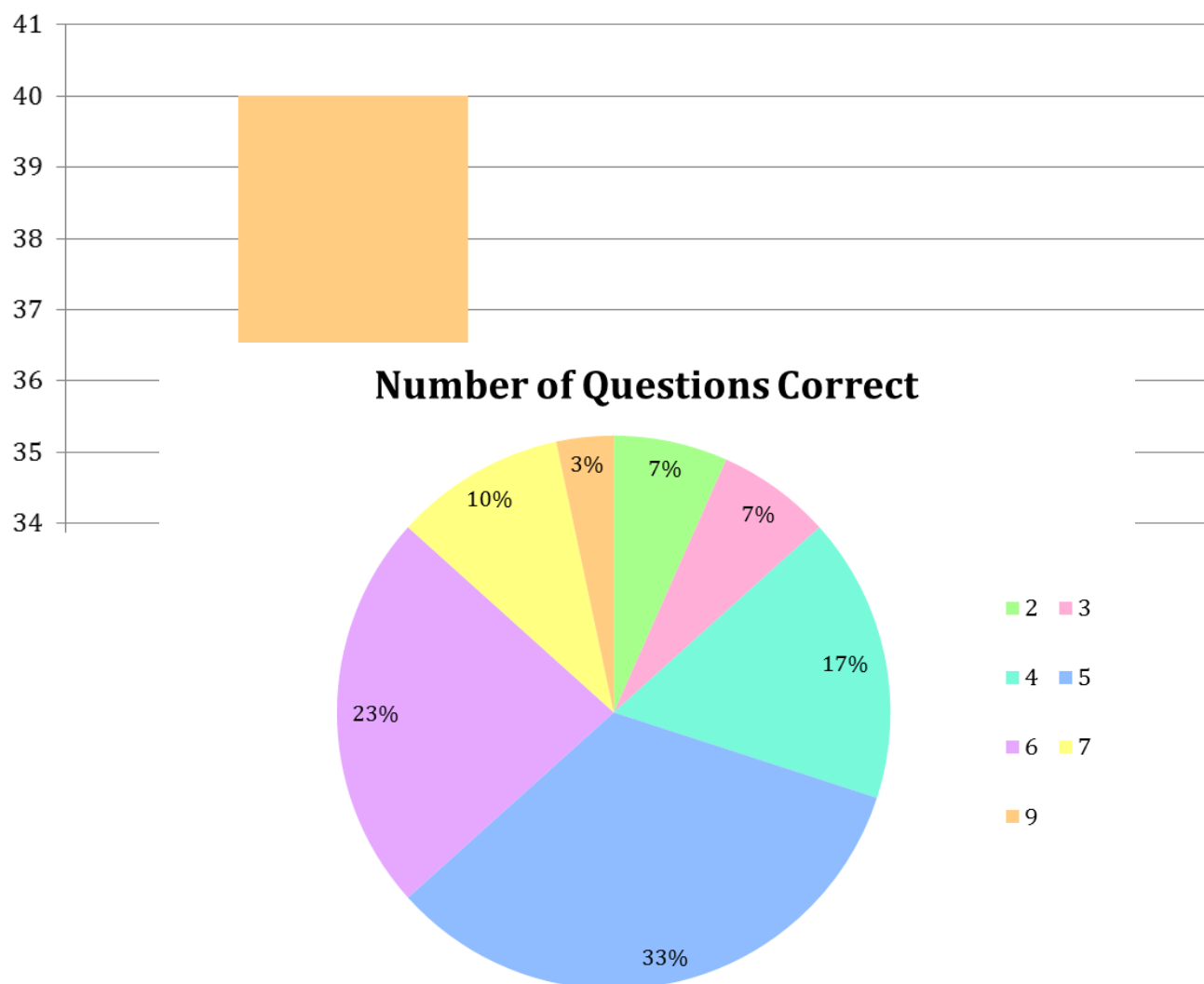
Assessments	TWS Objectives (Use <i>TWS objectives</i> identified in Factor 2.)	Type of Assessment (Include a brief description and <i>mastery level</i> .)	Adaptations
1. Pre-assessment	All <i>TWS objectives</i> .	13 multiple choice questions covering the Five Themes of Geography and assessing student's knowledge on identifying examples of those themes. Mastery level is 11 out of 13.	This assessment will be adapted for all students. The assessment will be taken using a remote system in order to avoid any "test-based" anxiety. The remote system will make the assessment seem less formal.
2. Formative Assessment	Given a word bank, the student will correctly match key terms related to the "five themes of geography" to their definitions.	Students will write their own definition of each theme of geography. Mastery level is completion of the activity using at least two sentences with correct spelling and punctuation to describe each theme. Sentences must be modeled after the definitions on classroom posters but in students' own words.	Title I students and the student on an IEP will achieve mastery of this activity by writing at least one sentence containing less than two errors to define each theme.
3. Formative Assessment	The student will report his or her progress on the research project by having a mini-conference with the teacher and showing/discussing his or her notes thus far during day two of class research.	During day two of research, each student will meet with me to discuss what they have researched so far. Mastery level: student will have completed notes with no more than three errors for at least two themes of geography related to his or her unit.	Title I students and the student on an IEP will meet with me a second time on day three of research in order to discuss their progress on the project. Mastery level: the student will have completed notes for at least three themes of geography related to his or her unit with no more than three errors.
4. Formative Assessment	Given a city, landform, or waterway, the student will correctly describe, in two or three sentences, a human-environment interaction of that place.*	After every day that the students have a mini-lesson over a theme, they will explain how the theme affects them as individuals. Mastery level: student will complete the activity by writing at least two sentences with less than two errors.	Title I students and the student on an IEP will complete this activity by writing only one sentence with less than two errors.
5. Post-assessment	All <i>TWS objectives</i> .	Summative assessment: Students will complete a multiple choice type-question assessment that includes a portion dedicated to plotting points on a map. Mastery level: 17 out of 20 questions answered correctly.	Title I students and the student on an IEP will be given an opportunity to finish their test during lunch if they do not finish during class.

*This objective is part of the students' post assessment, however the students will be doing a similar activity every day in class during the unit. For this reason, the objective was included in this table.

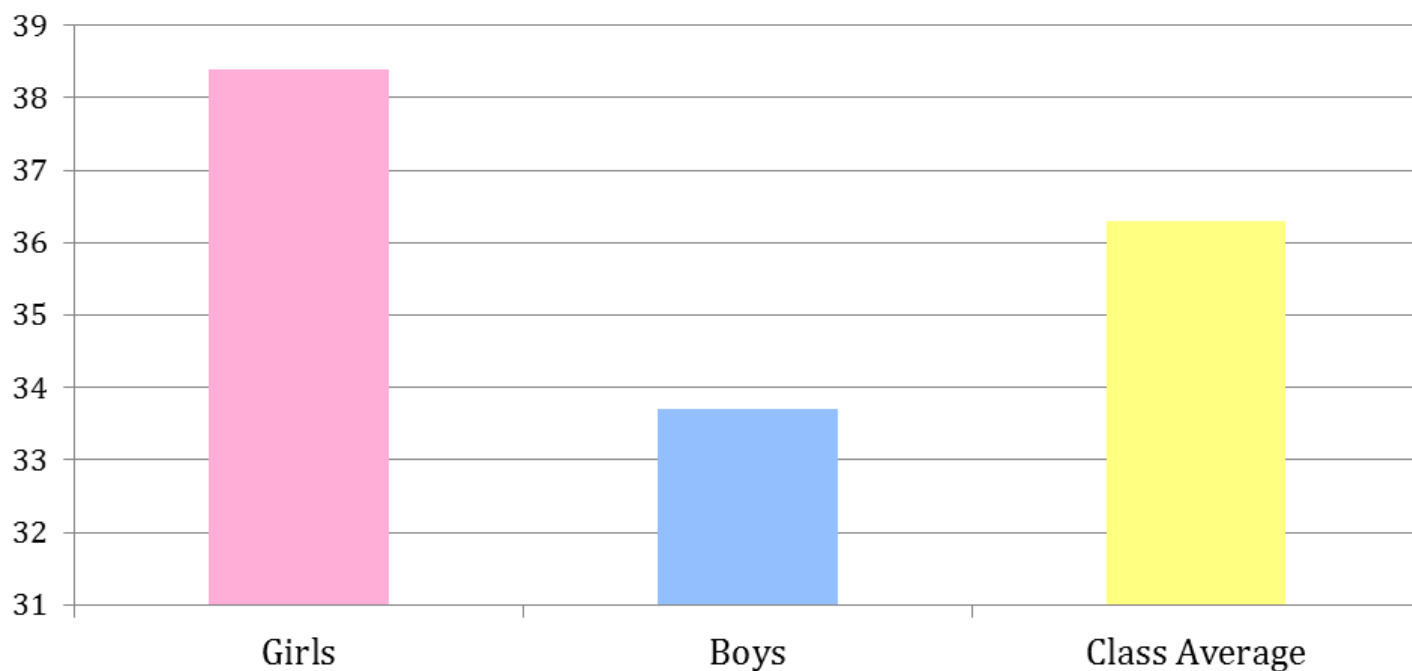
Student Identification Code	Number Correct	Percentage Correct
1	5	36%
2	6	43%
3	5	36%
4	2	14%
5	7	50%
6	3	21%
7	9	64%
8	6	43%
9	2	14%
10	5	36%
11	6	43%
12	3	21%
13	4	29%
14	5	36%
15	7	50%
16	5	36%
17	4	29%

18	5	36%
19	4	29%
20	6	43%
21	6	43%
22	5	36%
23	4	29%
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26	6	43%
27	7	50%
28	5	36%
29	4	29%
30	6	43%

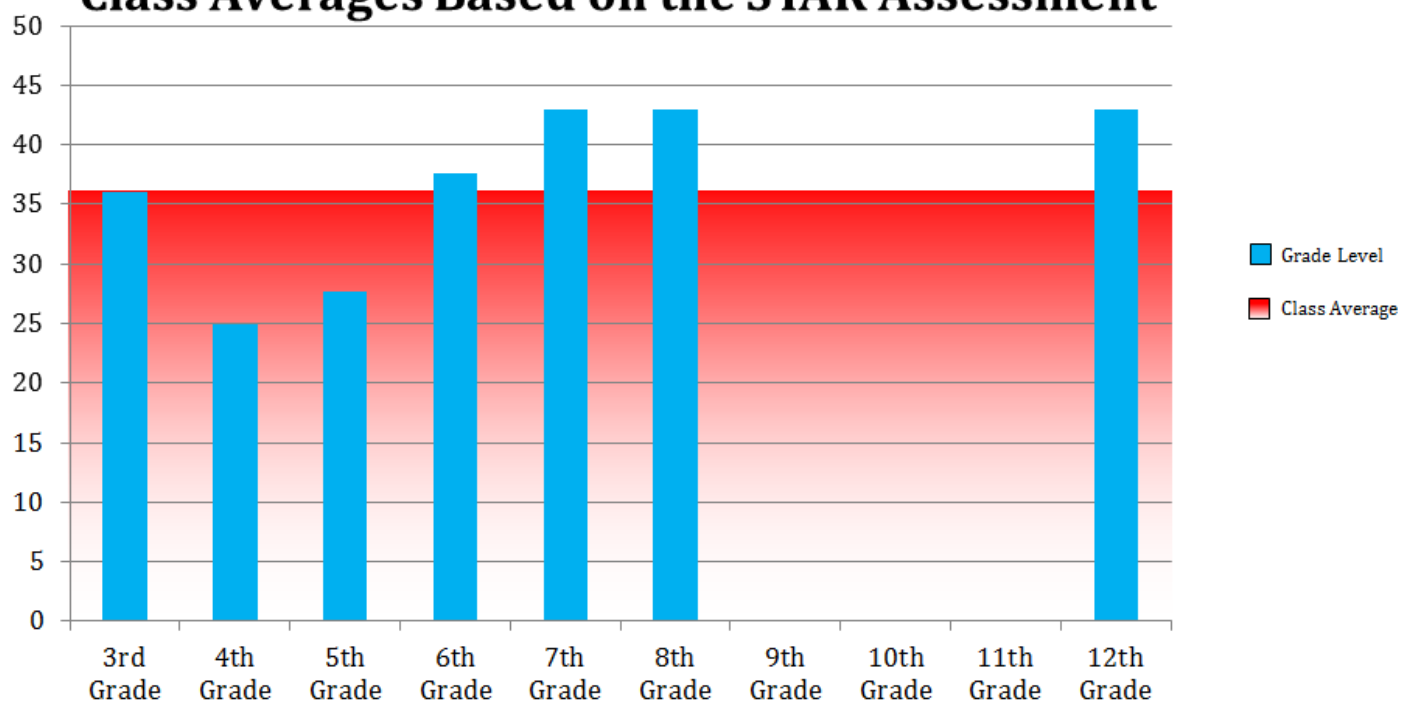
Title I Score Comparison to Class Average



Score Comparison to Class Average by Gender



Class Averages Based on the STAR Assessment



Time-line	Learning Objectives	Instructional Activities	Assessments	Resources and Technology	Adaptations
Day 1 Thursday Nov. 7th	<p>Each student will demonstrate proper judgment and evaluation by choosing appropriate and academic websites to use as resources for his or her research project.</p> <p>During research, each student will summarize and put into his or her own words material found in order to create (with a partner) a concise and informational poster for the “Five Themes of Geography” project.</p>	<ul style="list-style-type: none"> Safari Montage Video to introduce themes of <i>location</i> and <i>place</i>. Mini lesson on geographic themes of <i>location</i> and <i>place</i>. Students will start on their “Theme of Geography Project” by finding the absolute and relative locations of their place and the human and physical features of their place. 	<p>Students will be given notes sheets and be asked to fill in the appropriate information on those sheets.</p> <p>When asked, the students will give a thumbs up if they have found their research information for the day. If they do not give a thumbs up, I will discuss their work with them.</p> <p>Students will write three sentences on what <i>location</i> and <i>place</i> mean to them.</p>	<ul style="list-style-type: none"> Safari Montage website Teacher computer Powerpoint for mini-lesson. Laptops for students to use for their research. Social Studies textbooks 	<p>Title I students will be given locations that can be researched more easily.</p> <p>Title I students will be given extra assistance in research when needed and will not be graded down if they do not write a full two sentences for their end-of-class response.</p>
Day 2 Friday Nov. 8th	<p>Each student will demonstrate proper judgment and evaluation by choosing appropriate and academic websites to use as resources for his or her research project.</p> <p>The student will report his or her progress on the research project by having a mini-conference with the teacher and showing/discussing his or her notes thus far during day two of class research.</p> <p>After a mini-conference with the teacher, the student will revise and edit their research notes by correcting spelling, grammar, punctuation, and structure.</p> <p>During research, each student will summarize and put into his or her own words material found in order to create (with a partner) a concise and informational poster for the “Five Themes of Geography” project.</p>	<ul style="list-style-type: none"> Safari Montage Video to introduce themes of <i>human-environment interaction</i> and <i>regions</i>. Mini lesson on geographic themes of <i>human-environment interaction</i> and <i>regions</i>. Students will complete the <i>human-environment interaction</i> and <i>regions</i> portion of their project. 	<p>Students will be given notes sheets and be asked to fill in the appropriate information on those sheets.</p> <p>Students will conference with me and I will assess their progress on the project thus far.</p> <p>Students will be asked to think of a <i>human-environment interaction</i> of Tulsa and explain their reasoning behind their choice.</p>	<ul style="list-style-type: none"> Safari Montage website Teacher computer Powerpoint for mini-lesson. Laptops for students to use for their research. Social Studies textbooks 	<p>Title I students will be given extra assistance in research when needed and will not be graded down if they do not write a full two sentences for their end-of-class response.</p>

<p>Day 3</p> <p>Monday</p> <p>Nov. 11th</p>	<p>Each student will demonstrate proper judgment and evaluation by choosing appropriate and academic websites to use as resources for his or her research project.</p> <p>During research, each student will summarize and put into his or her own words material found in order to create (with a partner) a concise and informational poster for the “Five Themes of Geography” project.</p>	<ul style="list-style-type: none"> Safari Montage Video to introduce theme of <i>movement</i>. Mini lesson on geographic theme of <i>movement</i>. Read <i>Grandfather's Journey</i> followed by a class discussion on how the story relates to the topic of movement. Students will do the <i>movement</i> portion of their project. 	<p>Students will be given notes sheets and be asked to fill in the appropriate information on those sheets.</p> <p>I will listen to student's thinking and assess their processing as the class discusses.</p> <p>Students will write two to three sentences on one way that the aspect of <i>movement</i> has affected their lives or the lives of those close to them.</p>	<ul style="list-style-type: none"> Safari Montage website Teacher computer Powerpoint for mini-lesson Laptops for students to work on their projects. The book <i>Grandfather's Journey</i> by Allen Say 	<p>Title I students will be given extra assistance in research when needed and will not be graded down if they do not write a full three sentences for their end-of-class response.</p>
<p>Day 4</p> <p>Tuesday</p> <p>Nov. 12th</p>	<p>With a partner, the student will discuss the five themes of geography for a particular place to create a collaborative research project that will be presented to the class.</p> <p>After creating a collaborative class model of the “Five Themes of Geography” research project, the student will reproduce the research and poster creation process to make a similar project on a place of his or her choice.</p> <p>On a poster, students, with their partners, will arrange various facts they have gathered during their research in such a way that facts are legible, cohesive, and large enough to be read.</p> <p>With their project partners, students will combine their research information by writing it on a poster in order to create a single presentation over their chosen place, landform, or waterway.</p>	<ul style="list-style-type: none"> Five Themes of Geography Anchor Chart Students will collaborate with other students who picked the same place and start merging their work to create a final project. Students who finish projects during class will be asked to quietly rehearse their presentations. 	<p>Students will write their own definition of each theme of geography to study from and then some students will write their definition on the Anchor Chart.</p> <p>Observational assessment will be done as I determine which students are working well with their partners and how far the groups are getting on their projects.</p>	<ul style="list-style-type: none"> Chart paper Poster paper Classroom supplies for projects* 	<p>Title I students or the student on an IEP will bring their own definitions with them to the board if they choose to write during the interactive writing activity. I will also check their definitions first in order to correct any spelling that is incorrect or any misdirection in their definitions.</p> <p>All students will be permitted two posters should they make a mistake on the first copy.</p>

<p>Day 5 Wednesday Nov. 13th</p>	<p>After creating a collaborative class model of the “Five Themes of Geography” research project, the student will reproduce the research and poster creation process to make a similar project on a place of his or her choice.</p> <p>On a poster, students, with their partners, will arrange various facts they have gathered during their research in such a way that facts are legible, cohesive, and large enough to be read.</p> <p>With their project partners, students will combine their research information by writing it on a poster in order to create a single presentation over their chosen place, landform, or waterway.</p>	<ul style="list-style-type: none"> • Quick review of the Five Themes of Geography by discussing the anchor chart • Students will continue working with partners to create the final project. • Students who finish projects during class will be asked to quietly rehearse their presentations. 	<p>Observational assessment to be sure students are working cooperatively and at an appropriate pace to finish the project on time.</p>	<ul style="list-style-type: none"> • Anchor chart • Classroom supplies for projects* 	<p>In order to avoid overwhelming students who are still working on their projects, I will allow students who are rehearsing presentations to practice quietly or in the hallway.</p>
<p>Day 6 Thursday Nov. 14th</p>	<p>When presenting their final project, students will discuss their topic using appropriate and academic language.</p> <p>Students will give an opinion on what grade they should receive on each of their projects and defend their opinion by justifying it in two or three sentences.</p>	<ul style="list-style-type: none"> • Students, with their partners, will present their final projects. 	<p>Students will be asked to take notes on each presentation on pre-made note sheets in order to ensure they are listening.</p> <p>Students’ projects will be assessed according to the rubric they have been given.</p>	<ul style="list-style-type: none"> • Pointer • Classroom microphone 	<p>Title I students and all others will be allowed to write their notes in bullet point, list form instead of complete sentences.</p>
<p>Day 7 Friday Nov. 15th</p>	<p>Given a word bank, the student will correctly match key terms of geography to their definitions.</p> <p>All TWS Objectives</p>	<ul style="list-style-type: none"> • Students will be tested over the Five Themes of Geography. • Free-reading time after students are finished with their tests. • Read-alouds of various books that describe the themes of geography 	<p>Students will complete the post-assessment for this unit.</p>	<ul style="list-style-type: none"> • Various books that incorporate the themes of geography 	<p>Title I students and the student on an IEP will be given extra time to take their test, should they need it. They will be permitted to come in during recess to finish what they could not get done.</p>

Student Identification Code	Pre-Assessment Number Correct	Post-Assessment Number Correct	Pre-Assessment Percentage Correct	Post-Assessment Percentage Correct	Learning Gains Scores
1	5	25	36%	86%	.78
2	6	22	43%	76%	.58
3	5	23	36%	79%	.67
4	2	21	14%	72%	.67
5	7	27	50%	93%	.86
6	3	27	21%	93%	.91
7	9	26	64%	90%	.72
8	6	27	43%	93%	.88
9	2	24	14%	83%	.80
10	5	19	36%	66%	.47
11	6	25	43%	86%	.75
12	3	27	21%	93%	.91
13	4	27	29%	93%	.90
14	5	25	36%	86%	.78
15	7	28	50%	97%	.94
16	5	27	36%	93%	.89
17	4	24	29%	83%	.76
18	5	21	36%	72%	.56
19	4	24	29%	83%	.76
20	6	26	43%	90%	.82
21	6	25	43%	86%	.75
22	5	29	36%	100%	.63
23	4	23	29%	79%	.70
24	5	24	36%	83%	.73
25	5	18	36%	62%	.68
26	6	27	43%	93%	.87
27	7	21	50%	72%	.44
28	5	24	36%	83%	.73
29	4	25	29%	86%	.80
30	6	27	43%	93%	.87

Pre Assessment

1. Which of these include the five themes of geography?
 - a. Location, place, movement, region, and human-environment interaction.
 - b. Location, movement, time, space, and people.
 - c. Region, human population, time, place, history.
 - d. Human-environment interaction, place, region, population, and economic activity.
2. What is an example of absolute location?
 - a. 107°E 50°W
 - b. The house is directly behind JEL.
 - c. Turn right then it will be on the left of the road.
 - d. 30°N 70°W
3. What is an example of relative location?
 - a. 78°S 100°N
 - b. The Walmart Neighborhood Market is behind Sherwin Williams and to the left of Five Guys.
 - c. Turn left at the fork in the road then turn right at the stop sign.
 - d. 24°N 45°W
4. Which of these is a human characteristic of Chicago, Illinois?
 - a. The Sears Tower
 - b. The Gateway Arch
 - c. Martha's Vineyard
 - d. Abraham Lincoln's Home
5. What is a human characteristic of the Mississippi River?
 - a. The Grand Canyon
 - b. Mesa Verde
 - c. The St. Louis Gateway Arch
 - d. The Mall of America
6. What is a physical characteristic of The Rocky Mountains?
 - a. Las Vegas, Nevada
 - b. The Mississippi River
 - c. The Continental Divide
 - d. Mount LeConte
7. What is a physical characteristic of The Gulf of Mexico?
 - a. Baton Rouge, Louisiana
 - b. Mesa Verde
 - c. New Orleans, Louisiana
 - d. The Mississippi River Delta

8. The Continental Divide is located in which region?
 - a. The Southeast
 - b. The Great Plains**
 - c. The Southwest
 - d. The Midwest
9. Chicago, Illinois belongs to what two regions?
 - a. North American Flatlands Region
 - b. Great Lakes Region
 - c. The Midwest Region**
 - d. Windy Grassland Region
10. What is a human-environmental interaction in New York City?
 - a. Taxi emissions**
 - b. Central Park trash laws
 - c. The rising population of New York City
 - d. The rising obesity rate of New York City residents
11. What is a human-environmental interaction in the Pacific Ocean?
 - a. Oil spills
 - b. The sinking of the Titanic**
 - c. Changing tides
 - d. Changing seawater temperatures
12. What is one example of movement in the Atlantic Ocean?
 - a. Changing sea levels
 - b. Global warming
 - c. Trade between China and the United States
 - d. African slave trade**
13. A city can be located in more than one region. True or False?
 - a. True**
 - b. False

*Highlighted answers are the correct choices.

*This instrument was put on the Smartboard and completed using a remote system.

Five Themes of Geography Post-Assessment

Name: _____

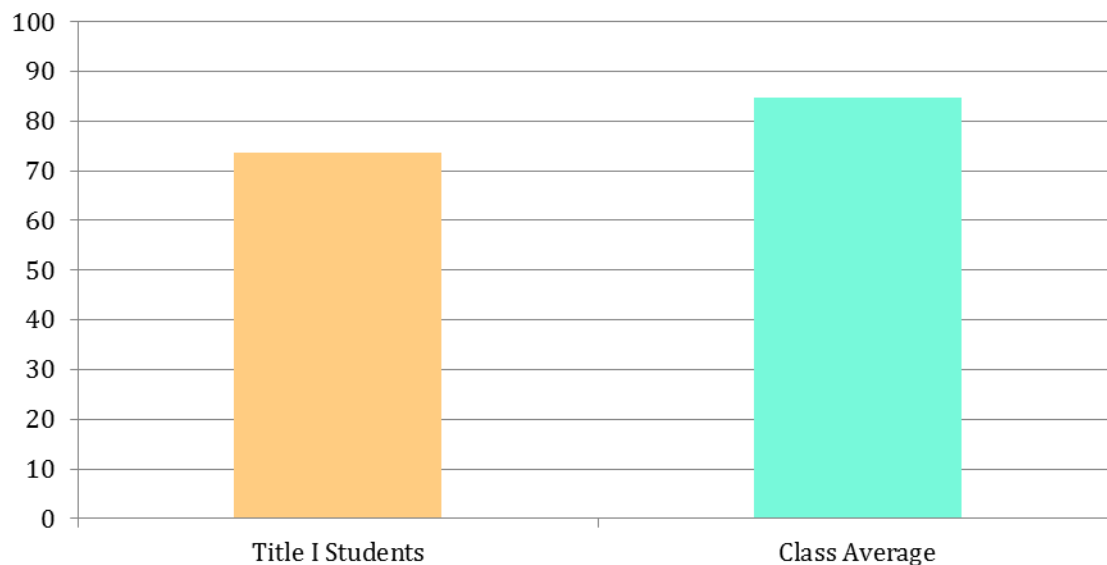
1. What are the two types of location?
 - a. Almost Location and Geography
 - b. Absolute Location and Relative Location**
 - c. Place and Related Location
 - d. Absolute Location and Certain Location
2. Which type of location uses latitude and longitude?
 - a. Relative Location
 - b. Certain Location
 - c. Absolute Location**
 - d. Close Location
3. Which type of location uses comparison to another place?
 - a. Absolute Location
 - b. Close Location
 - c. Relative Location**
 - d. Place
4. Which of these is an example of absolute location that would be acceptable in this class?
 - a. 38.9088N / 24.8337E
 - b. Northeastern USA
 - c. Near the Border of Mexico
 - d. 36° 9' 14"N / 95° 59' 33"W**
5. What is an example of relative location?
 - a. Tulsa is in the Northeastern corner of Oklahoma**
 - b. 36° 9' 14"N / 95° 59' 33"W
 - c. Human Characteristics
 - d. Oklahoma's Capital is Oklahoma City
6. What are the two aspects of place?
 - a. Landforms and Nature-Made Items
 - b. Absolute Location and Relative Location
 - c. Human Characteristics and Physical Features**
 - d. Movement and Regions
7. What is another word for human characteristic?
 - a. Landmark**
 - b. Landform
 - c. Region
 - d. Movement

8. What is another word for physical feature?
 - a. Landform
 - b. Landmark
 - c. Movement
 - d. Location
9. Which of these is an example of a human characteristic for New York City, NY?
 - a. Population
 - b. The Hudson River
 - c. The Atlantic Ocean
 - d. The Statue of Liberty
10. Which of these is an example of a physical feature of New York City, NY?
 - a. The Statue of Liberty
 - b. The Empire State Building
 - c. The Hudson River
 - d. Car Emissions
11. Turkey Mountain is a _____ of Tulsa, OK.
 - a. Physical Feature
 - b. Human Characteristic
 - c. Movement
 - d. Landmark
12. The BOK Center is a _____ of Tulsa, OK.
 - a. Physical Feature
 - b. Movement
 - c. Region
 - d. Human Characteristic
13. What are the three things that are involved in movement?
 - a. People, ideas, and goods
 - b. Absolute location, relative location, and region
 - c. Region, human-environment interaction, and movement
 - d. Location, region, and movement
14. What is another word for the movement of people?
 - a. Region
 - b. Population
 - c. Migration
 - d. Location
15. What is one example of movement in Tulsa?
 - a. Tulsa is in the Northeastern corner of Oklahoma
 - b. The capital of Oklahoma is Oklahoma City
 - c. Turkey Mountain is a physical feature of Tulsa, OK
 - d. The shipping of goods from the Whirlpool Plant

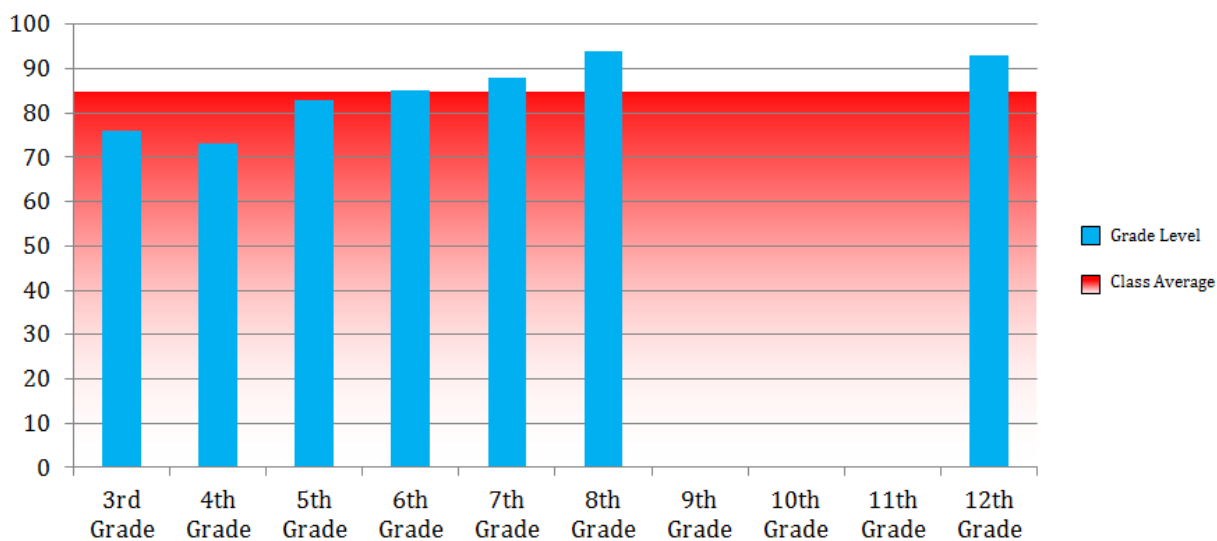
16. Which of these is NOT a region?
- a. Great Plains Region
 - b. Southwest Region
 - c. Magna Region
 - d. Northeast Region
17. Which physical region is Tulsa, OK a part of?
- a. Magna Region
 - b. The Great Plains
 - c. Mesa Verde Region
 - d. Appalachian Mountain Region
18. What three words are necessary to Human-Environment Interaction?
- a. Adapt, modify, and depend.
 - b. Move, recycle, reuse.
 - c. Locate, approximate, and estimate.
 - d. Goods, services, and ideas.
19. What is one example of a human-environment interaction for Tulsa, OK?
- a. Pollution of the Arkansas River from construction
 - b. The drought in Tulsa, OK
 - c. The Oregon Trail
 - d. Physical Features

*Highlighted choices are the correct answers.

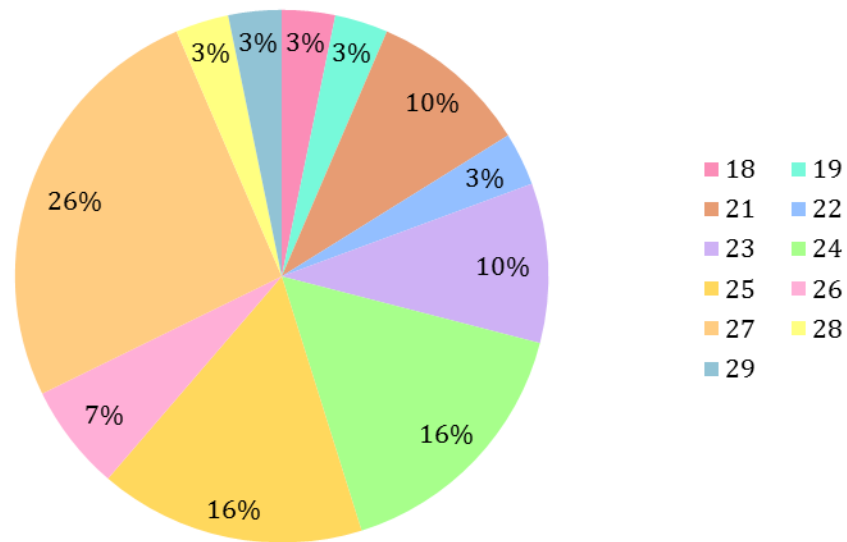
Title I Score Comparison to Class Average



Class Averages Based on the STAR Assessment



Number of Questions Correct



Score Comparison to Class by Gender

