

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

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DATE SUBMITTED: OCTOBER 20, 2013

NAME OF SCHOOL: JENKS MIDDLE SCHOOL

CONTENT AREA: SOCIAL STUDIES GEOGRAPHY

GRADE: 7TH GRADE

TWS NUMBER: _____

TWS Factor 1
Course: Geography
Content Area: Social Studies
Grade Level: 7th Grade

II. CONTEXTUAL INFORMATION NARRATIVE

A. Description of the Learning Environment

Jenks is a suburban community located near Tulsa, Oklahoma with a population of 18,059. The majority of the residents live in housing subdivisions or apartment complexes which promote a sense of community. Because of this, I will incorporate collaborative group activities into my lesson plans. This community also has a passion for sports so I will include sports-related examples in my lessons. In socioeconomic terms, 45 percent are in the lower-income bracket, 45 percent are in the middle-income bracket, and 10 percent are in the upper-income bracket. Since many of my students are in the middle to upper socio-economic classes, I anticipate having high levels of familial involvement and expectations for their student's success. I will keep families informed of lesson activities and look for ways to enhance the curriculum.

The Jenks School District consists of three elementary schools, two intermediate schools, one middle school, one freshman center, and two high schools with one targeting at-risk students. Jenks Middle School is a two-story building that serves approximately 1,600 seventh and eighth grade students. Each grade is assigned specific hallways and are separated into teams to decrease the immensity of the school and to build a sense of community. Team teachers meet as needed to plan their advisory activities and discuss concerns regarding shared students.

The Social Studies curriculum is new and my cooperating instructor is teaching the curriculum in an on-line format. Each student has a computer assigned for classroom use and is responsible for putting it away. Textbooks are available upon request or if technical challenges arise. The classroom is self-contained and is arranged in three rows of five tables. Each table

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accommodates two students who face each other. Two desks are available for students who either wish to sit alone or for teacher directed purposes. The smart board is located in the front and is surrounded by white boards while the back of the room has shelves for supplies. The west side has a white board and counter which houses the class computers while the teacher's desk and counter occupies the east side. The class is comprised of fourteen females and twelve males and range in age from eleven to thirteen years. There is one Social Studies teacher and one instructional teacher who supports the thirteen English Language Development (ELD) students. One male ELD student is autistic and has a paraprofessional with him during the class period.

The class has a wide range of academic ability, English language skills, cultural diversity, and have fluctuating abilities and emotional responses to academic tasks and peer relationships. In light of this, I will provide emotional support when needed and use activities that will help develop greater abstract processing skills. In terms of academic performance, seventeen students are at grade level while nine are below grade level. I have four students with an Individual Education Plan (IEP) for attention issues and language deficits and one student with a pending 504 plan for dyslexia. For these students, I will provide follow their IEP plans and provide other support when needed. In terms of English language skills, half of my students are native English speakers and half speak languages such as Spanish, Burmese and Arabic. For my ELD students and those that struggle with language skills, I will use less difficult words when teaching the lesson and on assignments. In regards to the wide cultural diversity within my classroom, I will encourage positive peer interaction by incorporating activities that involve cooperation. Groups for disaggregation of data include ELD students and non-ELD students.

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Goal: Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

Low-Level Cognitive Objectives:

- *Students will define unit vocabulary.
- Students will interpret a climagraph to identify average precipitation levels and average temperatures of an area.

Middle-Level Cognitive Objectives:

- *Students will demonstrate understanding of landform terms by presenting definitions to their classmates.
- *Students will differentiate climate information in a collaborative setting.

Upper-Level Cognitive Objectives:

- *Students will compose a radio ad that encourages other students to visit or move to their city. Ads must include human and physical geographical information.
- Students will predict how an area's climate affects its vegetation.
- *Students will compile economic activity information to present to the class.

Lower-Level Affective Objectives:

- *Students will observe pictures of landforms to solidify their knowledge.
- *Students will listen to their classmates' presentations on land use.

Middle-Level Affective Objectives:

- Students will display the principles of democracy as they take turns answering climate questions.
- *Students will practice their geoterm knowledge in a collaborative setting.

Upper-Level Affective Objectives:

- *Students will display teamwork as they research landform information.
- *Students will exhibit cooperation in a group setting as they complete the smartboard activity.

The sources for these standards include the curriculum and Oklahoma's C³ standards. In line with these standards, the low-level objectives will assist students with understanding the unit's fundamental theme and will solidify their thematic map reading and listening skills. The middle-level objectives will strengthen student comprehension of the unit's physical geographic elements and encourage further development of the democratic ideals needed for healthy small-group and class interaction. The high-level objectives will help students evaluate how physical geographic elements affect humanity and assist in maturing their teamwork skills.

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I. INSTRUCTIONAL DESIGN TABLE

Design for Instruction Table

Time-line	Learning Objectives	Instructional Activities, including interdisciplinary activities	Assessments	Resources and Technology
Day 1 Mon. Sep. 23	<ul style="list-style-type: none"> Students will compose a radio ad. 	<ul style="list-style-type: none"> Students will choose a city and will write an ad that includes human and physical geographical information. They will post their ad as a discussion topic on Canvas. 	<ul style="list-style-type: none"> Read student entries and verify that their ad includes the required information. 	<ul style="list-style-type: none"> Computer On-line learning management system (Canvas).
Day 2 Tue. Sep. 24	<ul style="list-style-type: none"> Students will define unit vocabulary. 	<ul style="list-style-type: none"> Students will read sections 1 and 2. Students will define their geoterm questions in an online worksheet. 	<ul style="list-style-type: none"> Discuss lesson material Review their geoterm entries for correctness. 	<ul style="list-style-type: none"> Computer Internet access On-line textbook
Day 3 Wed. Sep. 25	<ul style="list-style-type: none"> Students will display teamwork as they research landform information. 	<ul style="list-style-type: none"> Students will read section 3. Students will pair off into groups and define 3 landforms via online research. Students will write their definitions on the cards. 	<ul style="list-style-type: none"> Listen as students collaborate. Watch for teamwork and conflict issues. 	<ul style="list-style-type: none"> Computer On-line textbook Internet access Notecards
Day 5 Fri. Sep. 27	<ul style="list-style-type: none"> Students will demonstrate understanding of landform terms by presenting definitions to their classmates. 	<ul style="list-style-type: none"> Group members will stand in front of the class and present their definitions. As group member(s) present, one member will enter the definitions into an iPad with the definitions projected onto the smartboard. Definitions will serve as a digital study guide. 	<ul style="list-style-type: none"> Listen to the definitions as they are presented and correct or expand the definitions as needed. 	<ul style="list-style-type: none"> Notecards iPad Microsoft Word Smartboard
Day 5 Fri. Sep. 27	<ul style="list-style-type: none"> Students will observe pictures of landforms to solidify their knowledge. 	<ul style="list-style-type: none"> Students will research pictures of landforms. 	<ul style="list-style-type: none"> Observe students as they view landform pictures and answer questions as needed. 	<ul style="list-style-type: none"> Computer Internet access
Day 9	<ul style="list-style-type: none"> Students will 	<ul style="list-style-type: none"> Students will read Section 7 	<ul style="list-style-type: none"> Read student 	<ul style="list-style-type: none"> Computer

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Fri. Oct. 3	compile economic activity information to present to the class.	<ul style="list-style-type: none"> • Students will complete the activity as homework. They will choose a land use from the list given in Canvas and will answer three questions pertaining to its characteristics. • Students will bring their findings to class. 	submissions and assess for correctness. <ul style="list-style-type: none"> • Listen to the presentations and correct as needed. 	<ul style="list-style-type: none"> • Internet access • On-line textbook • Paper
Day 10 Mon. Oct. 7	<ul style="list-style-type: none"> • Students will listen to their classmates' presentation on land use. 	<ul style="list-style-type: none"> • Students will quietly listen as their classmates present their land use research. 	<ul style="list-style-type: none"> • Observe students as they listen to their classmates and redirect them as needed. 	
Day 11 Tue. Oct. 8	<ul style="list-style-type: none"> • Students will practice their geoterm knowledge in a collaborative setting. 	<ul style="list-style-type: none"> • The classroom is arranged in activity stations. The geoterm station is a Concentration game. Each geoterm is written on a notecard and its definition written on a separate notecard. Students will take turns matching the geoterm with its definition. 	<ul style="list-style-type: none"> • Observe students as they take turns. • Watch for examples of teamwork and conflict issues and redirect as necessary. 	<ul style="list-style-type: none"> • Notecards
Day 11 Tue. Oct. 8	<ul style="list-style-type: none"> • Students will differentiate climate information in a collaborative setting. 	<ul style="list-style-type: none"> • The classroom is arranged in activity stations. The climate station has one set of climate pictures and one set of climate data sheets. • Students will work together to decipher which data sheets go with the climate pictures and record their findings on paper. 	<ul style="list-style-type: none"> • Read their entries and confirm that they are correct. 	<ul style="list-style-type: none"> • Pictures of climates • Climate data sheets. • Sheet covers • Paper
Day 12 Wed. Oct. 9	<ul style="list-style-type: none"> • Students will exhibit cooperation in a group setting as they complete the smartboard activity. 	<ul style="list-style-type: none"> • The classroom is arranged in activity stations. At the smartboard, students move landform names to the correct area on a landform map. • Students will display teamwork as they decide where each landform should be placed. 	<ul style="list-style-type: none"> • Observe students as they work together. • Watch for examples of teamwork and conflict issues. 	<ul style="list-style-type: none"> • Smartboard

II. INSTRUCTIONAL DESIGN NARRATIVE

A. Multiple Instructional Strategies

During my unit, I will incorporate different learning strategies through the use of auditory instruction, visual presentations, group discussions, and collaboration. The smartboard will project the textbook and students will use computers to follow the lesson and enter lesson notes. Each section will be read aloud and will be followed by a discussion of the section material including strategies on how to remember relationships between content sections. I will encourage the development of higher level reasoning skills by assigning research assignments and having students evaluate how the current section relates to previous lesson material. I will promote the development of teamwork and problem solving skills through collaborative assignments and will motivate my students to give their best effort through encouragement.

B. Adapt Instructional Strategies

Because half of my students are ELD students and three others have IEP requirements, I have to be prepared to alter and adapt my lesson plans to the needs of my students. While reading the section texts, I will speak slower and verbally provide simple definitions for words that are difficult for my students to comprehend. As I discuss each section reading, I will phrase my questions using appropriate vocabulary and use examples found in their culture. I will incorporate picture examples into my lessons to help solidify their understanding of a concept and will adjust group activities as necessary. I will adapt my quizzes and tests by using simpler vocabulary and will give extra time to complete assignments when the need arises.

C. Active Inquiry

It is extremely important for all students to feel that they can attempt to answer questions or offer opinions without the fear of ridicule or teasing. I will create a safe environment for

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students to share their ideas and ask questions by reminding my students often that laughing at another student's ideas or mistakes is unacceptable and will immediately correct inappropriate behavior. I will encourage classroom interaction by initiating discussion about the lesson material and ask students what lesson content is unclear. I will also look for non-verbal cues that show understanding or confusion and adjust my lesson as needed. When I perceive that students are confused about a particular topic or section, I will supplement the textbook content by using other educational tools such as picture powerpoints, video, or a relevant education website.

D. Collaborative/Instructional Groups

Collaboration within the classroom is an important education tool in the lives of middle school students because it assists them in developing positive interpersonal skills with their peers and allows them to cultivate the teamwork skills that they will need in adulthood. In order to encourage positive group interaction and maximize comprehension in my class, I will partner native English speaking students with ELD students. During my unit, I have created several opportunities for students to collaborate in groups to complete assignments including researching landform terms, evaluating climate data sheets and pictures, and solving a landform map.

E. Technology

My class is centered completely on technology as I use an online textbook almost exclusively. Every day, students log into their online textbook provider account (TCI) and their discussion board account (Canvas). Students complete online textbook worksheets or activities and use Canvas to post discussion responses as assigned. In addition to these online student

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resources, I will use the smartboard to display the lesson and to show relevant powerpoints, videos, or educational websites. I also have an ELMO and a DVD player available to use.

F. Knowledge of Factors in the Students' Environment Outside the School

As a teacher, I am aware that there are environmental factors that affect how students learn and how well they learn and I need to be cognizant of how these elements influence the students in my classroom. Because my class uses an online textbook, it is crucial that I know if my students have access to computers at home. For those students without access, I will assign them a textbook, will allow for extra time in class to complete online assignments, and provide paper copies of online documents. I will also look for indications that a student is struggling with non-school related issues so I can offer encouragement and communicate ways to keep their academic performance successful.

G. Alignment of Objectives, Activities, and Assessments

It is important to create lesson plans for a unit as a whole for several reasons. Activities need to align with lesson objectives so that they can serve as a form of reinforcement that solidifies student understanding of the lesson's material. Evaluations need to be aligned with activities and lesson objectives in order to offer a fair assessment of student learning. While I believe that I have aligned these three components in my lesson plans, I will modify my lesson or activity if I sense that students are not comprehending the lesson material or if they understood it quicker than I anticipated. I can adjust my lesson by repeating or skipping portions of it or incorporating a different way of communicating the lesson content to my students.

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I. ASSESSMENT TABLE

Assessment Plan Table

Assessments	TWS Objectives	Type of Assessment	Adaptation
1. Pre-assessment	Day 2: LL Cognitive Obj. Day 5: ML Cognitive Obj. Day 9: UL Cognitive Obj. Day 11: ML Cognitive Obj.	20 multiple choice geography questions. Mastery criteria are 16 out of 20 correct.	ELD students took a different test with simpler wording and with 2 answer choices rather than 4.
2. Formative Assessment	Day 1: UL Cognitive Obj. Students will compose a radio ad encouraging other students to visit or move to their city.	20 points: 10 points for participation, 10 points for ad elements. Mastery criteria are 16 out of 20 correct.	ELD students completed the same assignment but were given instructions with simpler wording.
3. Formative Assessment	Day 3: UL Affective Obj. Students will display teamwork as they research landforms.	Teacher observation: Mastery criteria are no more than one redirection.	No adaptation was needed for this assessment.
4. Formative Assessment	Day 5: LL Affective Obj. Students observed landform pictures.	Teacher observation: Mastery criteria are no more than one redirection.	No adaptation was needed for this assessment.
5. Formative Assessment	Day 10: LL Affective Obj. Students listened to their classmates' presentations.	Teacher observation: Mastery criteria are no more than one redirection.	No adaptation was needed for this assessment.
6. Formative Assessment	Day 11: ML Affective Obj. Day 12: UL Affective Obj. Students will practice geoterm knowledge collaboratively. Students will exhibit cooperation in smartboard activity.	Teacher observation: Mastery criteria are no more than one redirection.	No adaptation was needed for this assessment.
7. Post-assessment	Day 2: LL Cognitive Obj. Day 5: ML Cognitive Obj. Day 9: UL Cognitive Obj. Day 11: ML Cognitive Obj.	20 multiple choice geography questions with a bonus question and one essay question. Mastery criteria are 16 out of 20 correct on multiple choice and 16 out of 20 on the essay question.	ELD students took a different test with simpler wording and with 2 answer choices rather than 4 and completed the essay question as homework.

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II. ASSESSMENT NARRATIVE

A. Assessment Plan

The collection of assessments will address all of the instructional objectives included in the lesson plans. They will evaluate student knowledge about geographical thematic maps, their understanding of the content included in each type of thematic map, and their ability to work constructively together in collaborative groups. The pre-assessment and post-assessment will address the majority of the cognitive objectives of the lesson plans while the formative assessments will evaluate the unit's affective objectives and some cognitive objectives. The first formative assessment will provide insight into the level of content knowledge students possess prior to receiving instruction and will give an indication of their writing skills. The second formative assessment will evaluate how well students work together and will show the accuracy of their research. The third formative assessment will monitor how well students can remain quietly attentive to their assignment. The fourth formative assessment will measure how well students can listen to their peers and will indicate the validity of their research. The final formative assessment will evaluate the level of teamwork between students and will show their level of content knowledge.

Because students convey comprehension in different ways, assessments should be performed in various formats in order to receive accurate results. The pre-assessment and post-assessment format will accommodate visual learners and will help students prepare for mandatory state tests. Some of the formative assessments will also accommodate visual learners while others will accommodate auditory, social, and solitary learners. These different

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assessment formats will allow students to correctly convey their content knowledge and level of interpersonal skills.

Because the class is being taught in an online format, students will use laptop computers to complete the pre-assessment and post-assessment online. Students will also utilize computers during some of the formative assessments to complete their radio ads and research and will use the smartboard during another activity. Student grades will be entered into an online website that allows students to monitor their progress.

B. Types of Assessments

The assessment plan incorporates a myriad of assessment types to show an accurate account of the students' affective and cognitive abilities. Cognitive skills will be assessed via the use of multiple choice questions, an essay question, writing compositions, research assignments and oral presentations in the pre-assessment, post-assessment, and during many of the formative assessments. Affective abilities will be assessed through informal observations during the second through fifth formative assessments.

C. Assessment Challenge

Because all assessments cover the unit's content and activities are designed to solidify content comprehension, students who do not attend class or do not complete assignments will have great difficulty reaching the same outcome as students who actively engage in classroom activities. The assessments are challenging as some do not have set responses and others do not provide obvious answers. Although ELD students face the challenge of language barrier, the assessments include simpler language and longer time as needed for assignment completion.

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I. PRE-ASSESSMENT TABLE AND GRAPH

Pre-Assessment Table

Student Identification code	Number Correct	Percentage Correct
1	9	45%
2	12	60%
3	15	75%
4	9	45%
5	14	70%
6	6	30%
7	9	45%
8	10	50%
9	12	60%
10	14	70%
11	11	55%
12	10	50%
13	n/a	n/a
14	8	40%
15	12	60%
16	8	40%
17	9	45%
18	7	35%
19	12	60%
20	14	70%
21	9	45%
22	13	65%
23	11	55%
24	10	50%
25	13	65%
26	15	75%

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II. INSTRUCTIONAL DESIGN ADJUSTMENTS

Design for Instruction Table

Time-line	Learning Objectives	Instructional Activities, including interdisciplinary activities	Assessments	Resources and Technology	Instructional Adjustments based on Pre-Assessment Data
Day 1 Mon. Sep. 23	<ul style="list-style-type: none"> Students will compose a radio ad. 	<ul style="list-style-type: none"> Students will write an ad that includes human and physical geographical information. They will post their ad on Canvas. 	<ul style="list-style-type: none"> Read student entries and verify that they had the required elements. 	<ul style="list-style-type: none"> Computer Canvas access 	<ul style="list-style-type: none"> Students took their pre-assessment on this day. Based on the scores, I knew I needed to cover all sections.
Day 2 Tue. Sep. 24	<ul style="list-style-type: none"> Students will define unit vocabulary. 	<ul style="list-style-type: none"> Students will read sections 1 and 2. Students will define their geoterm questions in an online worksheet. 	<ul style="list-style-type: none"> Discuss lesson material Review their geoterm entries for correctness. 	<ul style="list-style-type: none"> Computer Internet access On-line textbook 	<ul style="list-style-type: none"> As students worked on their worksheet, I assisted those who needed further descriptions of the terms.
Day 3 Wed. Sep. 25	<ul style="list-style-type: none"> Students will display teamwork as they research landform information. 	<ul style="list-style-type: none"> Students will read section 3. Students will pair off into groups and define 3 landforms via online research. Students will write their definitions on the cards. 	<ul style="list-style-type: none"> Listen as students collaborate. Watch for teamwork and conflict issues. 	<ul style="list-style-type: none"> Computer On-line textbook Internet access Notecards 	<ul style="list-style-type: none"> This objective was not addressed in the pre-assessment but I redirected students who were not participating in their group activity.
Day 5 Fri. Sep. 27	<ul style="list-style-type: none"> Students will demonstrate understanding of landform terms by presenting definitions to their classmates. 	<ul style="list-style-type: none"> Group members will stand in front of the class and present information. As group member(s) present, one member will enter the definitions into an iPad with the definitions projected onto the smartboard. Entries will be a digital study guide. 	<ul style="list-style-type: none"> Listen to the definitions as they are presented and correct or expand the definitions as needed. 	<ul style="list-style-type: none"> Notecards iPad Microsoft Word Smartboard 	<ul style="list-style-type: none"> I gave students extra time to perform their research. As students presented their findings, I corrected student entries and expounded on definitions when needed.

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Day 5 Fri. Sep. 27	<ul style="list-style-type: none"> Students will observe pictures of landforms to solidify their knowledge. 	<ul style="list-style-type: none"> Students will research pictures of landforms. 	<ul style="list-style-type: none"> Observe students as they view landform pictures and answer questions. 	<ul style="list-style-type: none"> Computer Internet access 	<ul style="list-style-type: none"> This objective was not addressed in the pre-assessment but I redirected students as needed.
Day 9 Fri. Oct. 3	<ul style="list-style-type: none"> Students will compile economic activity information to present to the class. 	<ul style="list-style-type: none"> Students will read Section 7 Students will complete the activity as homework. They will choose a land use from the list given in Canvas and will answer three questions about its characteristics. Students will share findings in class. 	<ul style="list-style-type: none"> Read student submissions and assess for correctness. Listen to the presentations and correct as needed. 	<ul style="list-style-type: none"> Computer Internet access On-line textbook Paper 	<ul style="list-style-type: none"> This objective was completed as homework but I addressed student questions before their presentations. I had students turn in their research so that I could verify their findings and correct errors.
Day 10 Mon. Oct. 7	<ul style="list-style-type: none"> Students will listen to their classmates' presentation on land use. 	<ul style="list-style-type: none"> Students will quietly listen as their classmates present their land use research. 	<ul style="list-style-type: none"> Observe students as they listen to their classmates and redirect them as needed. 		<ul style="list-style-type: none"> This objective was not addressed in the pre-assessment but I had each student ask the presenters a question about their research to enhance listener affective skills.
Day 11 Tue. Oct. 8	<ul style="list-style-type: none"> Students will practice their geoterm knowledge in a collaborative setting. 	<ul style="list-style-type: none"> The classroom is arranged in activity stations. The geoterm station is a Concentration game. Each geoterm is written on a notecard and its definition written on a separate notecard. Students will take turns matching the geoterm with its definition. 	<ul style="list-style-type: none"> Observe students as they take turns. Watch for teamwork and conflict issues and redirect as necessary. 	<ul style="list-style-type: none"> Notecards 	<ul style="list-style-type: none"> This objective was not addressed in the pre-assessment but I pre-assigned groups to make sure that ELD students were paired with non-ELD students to maximize vocabulary comprehension.

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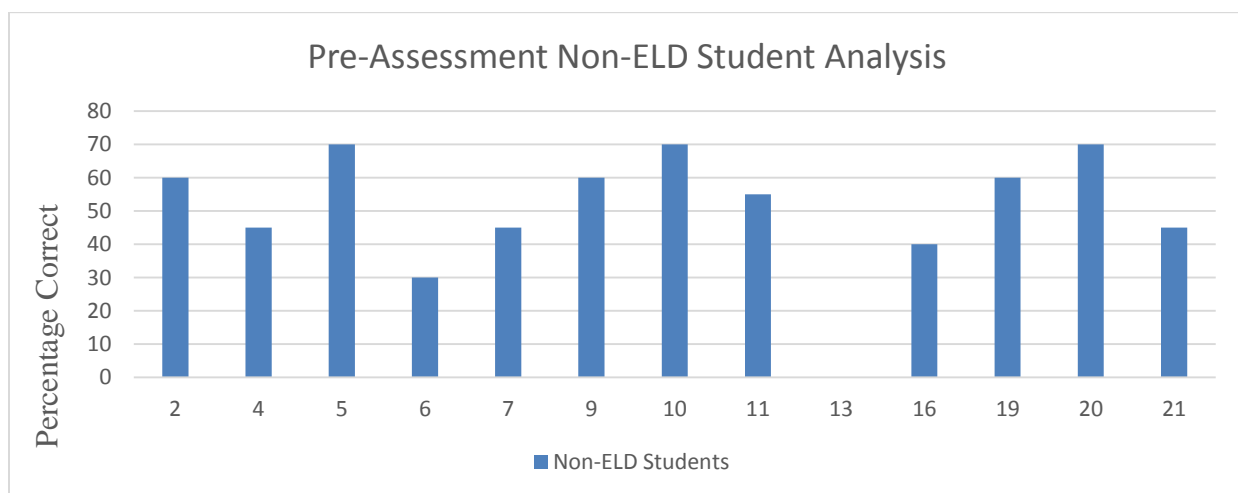
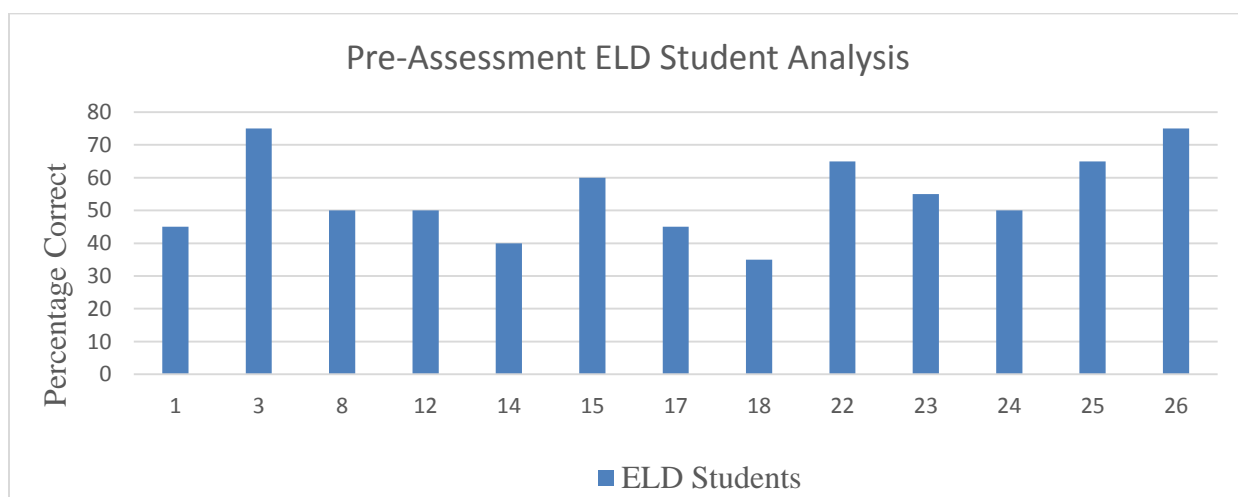
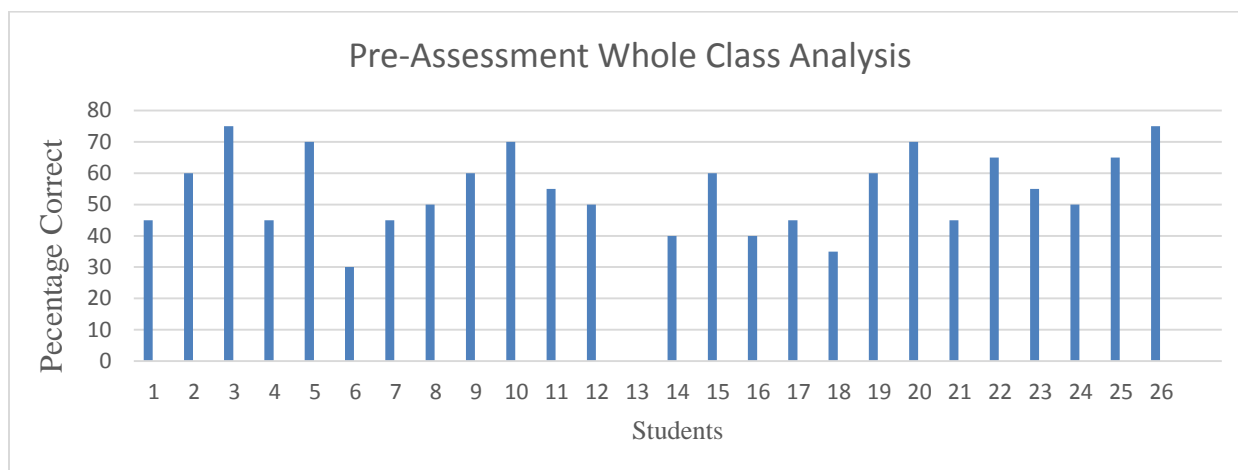
Day 11 Tue. Oct. 8	<ul style="list-style-type: none"> Students will differentiate climate information in a collaborative setting. 	<ul style="list-style-type: none"> The classroom is arranged in activity stations. The climate station has one set of climate pictures and one set of climate data sheets. Students will work together to decipher which data sheets go with the climate pictures and record their findings on paper. 	<ul style="list-style-type: none"> Read their entries and confirm that they are correct. 	<ul style="list-style-type: none"> Pictures of climates Climate data sheets. Sheet covers Paper 	<ul style="list-style-type: none"> I originally had information sheets and pictures of all of the climates that had been discussed in class included in this activity. I found that this station took too long so I decreased the material by half. This allowed the stations to move quicker and the students to remain on-task.
Day 12 Wed. Oct. 9	<ul style="list-style-type: none"> Students will exhibit cooperation in a group setting as they complete the smartboard activity. 	<ul style="list-style-type: none"> The classroom is arranged in activity stations. At the smartboard, students move landform names to the correct area on a landform map. Students will display teamwork as they decide where each landform should be placed. 	<ul style="list-style-type: none"> Observe students as they work together. Watch for examples of teamwork and conflict issues. 	<ul style="list-style-type: none"> Smartboard 	<ul style="list-style-type: none"> This objective was not addressed in the pre-assessment but I looked for ways to encourage greater collaboration between the teammates and complimented those who exhibited sound cooperation skills. While I may have to redirect their attention back to the assignment, the students in this class work well together which allows me to utilize group learning opportunities on a regular basis.

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III. ANALYSIS OF PRE-ASSESSMENT RESULTS AND INSTRUCTIONAL ADJUSTMENTS

My pre-assessment data showed me that my class had a wide-range of understanding of the unit's content prior to instruction. I also used the radio advertisement assignment as a guide to see what elements students struggled to provide information in their ads. In an analysis of the content of the pre-assessment questions and the radio ad, I learned that my students struggled with understanding the content of several sections of the unit including most of the unit's vocabulary, the types of landforms and their descriptions, and climate and vegetation information. None of my students scored 80% (Mastery) so I learned that I needed to cover each section and anticipated that I would need to have a longer instructional time for those sections that proved difficult for the students to master.

These statistics showed that the majority of the class has some previous knowledge of the unit's content but that I will need to make adjustments for those ELD and non-ELD students who struggle with comprehension. Based on the pre-assessment data, I learned that the majority of my ELD students showed a similar range of content knowledge while my non-ELD student statistics showed that half have a higher understanding of the content material while the other half did not. On the pre-assessment, my non-ELD student scores ranged from 30%-70% correct with an average of 54% while my ELD student scores ranged from 35%-75% correct with an average score of 55%. Upon further analysis, the majority of the ELD students scored within the 50%-65% range with three students scoring below this average range and two scoring above this average range and I had six non-ELD students that scored less than 60% and six that scored between 60% and 70% with one non-ELD student who did not take the test.

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The pre-assessment data showed that I needed to spend adequate time on the unit's terminology and look for ways to enhance the textbook content. The curriculum stated that six instructional days would provide an adequate amount of time to cover the content. I felt that was not enough time for my students because many of them had not been exposed to much of the language that was used in the sections. I chose to incorporate fun activities such as typing landform terms on an iPad or activity stations to help them solidify their understanding. Because the students in the class related well to one another and the majority of the students shared a similar level of knowledge, I incorporated many group activities into my instruction.

Because half of my class consists of ELD students and some non-ELD students scored low on the pre-assessment, I enhanced the curriculum by adding many visual aids such as pictures of landforms, vegetation, and economic activity to my lessons. When I created collaborative groups, I assigned group members rather than using the random selection process that I used in my other classes so that lower scoring ELD students were paired with higher performing non-ELD students. I also made sure that all ELD students had a non-ELD student in their group. When giving verbal instructions or reading the lesson material, I expanded on definitions and used simpler terminology so that my ELD students could follow the lesson. The adaptations that I included in my instructions were when reading aloud, I would expand on definitions and use simpler terminology so that my ELD students could follow. I provided examples of how to remember concepts such as "Climate and vegetation go together. They are married." I also simplified the wording on all assignments and assessments and gave students extra time to complete their assignments when needed.

TWS Factor 6
 Course: Geography
 Content Area: Social Studies
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I. PRE/POST ASSESSMENT TABLE AND GRAPH

Pre/Post-Assessment Table

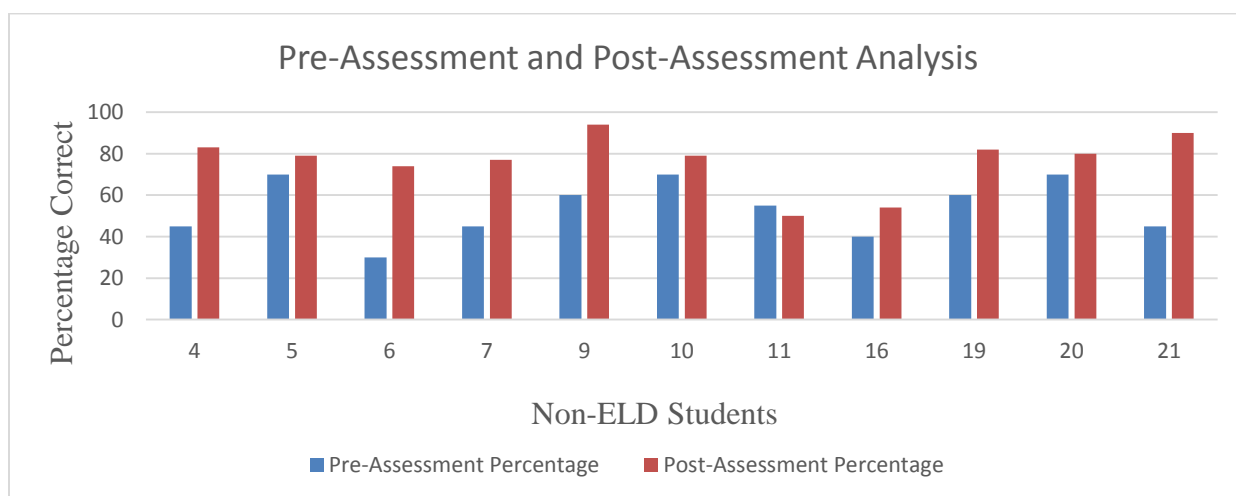
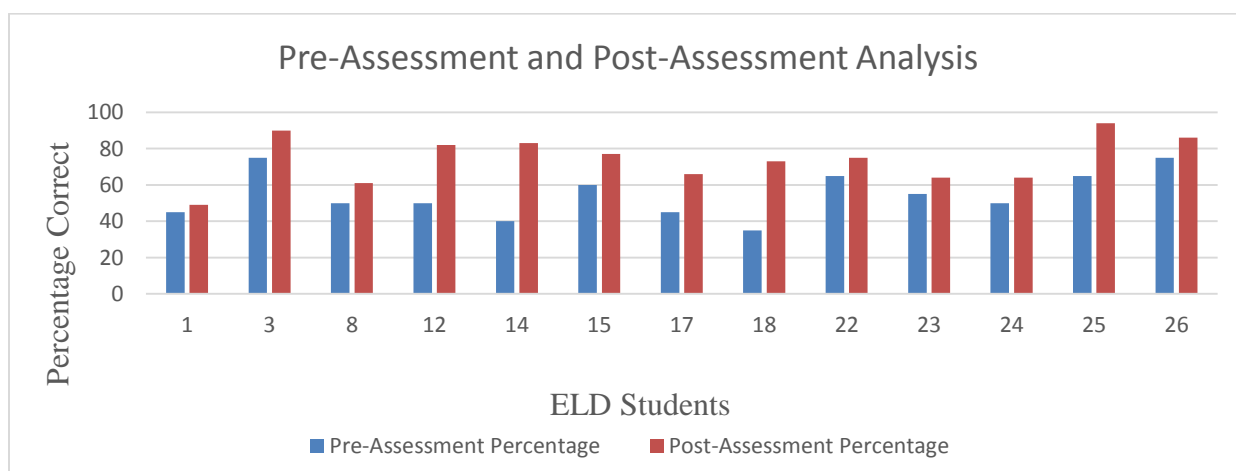
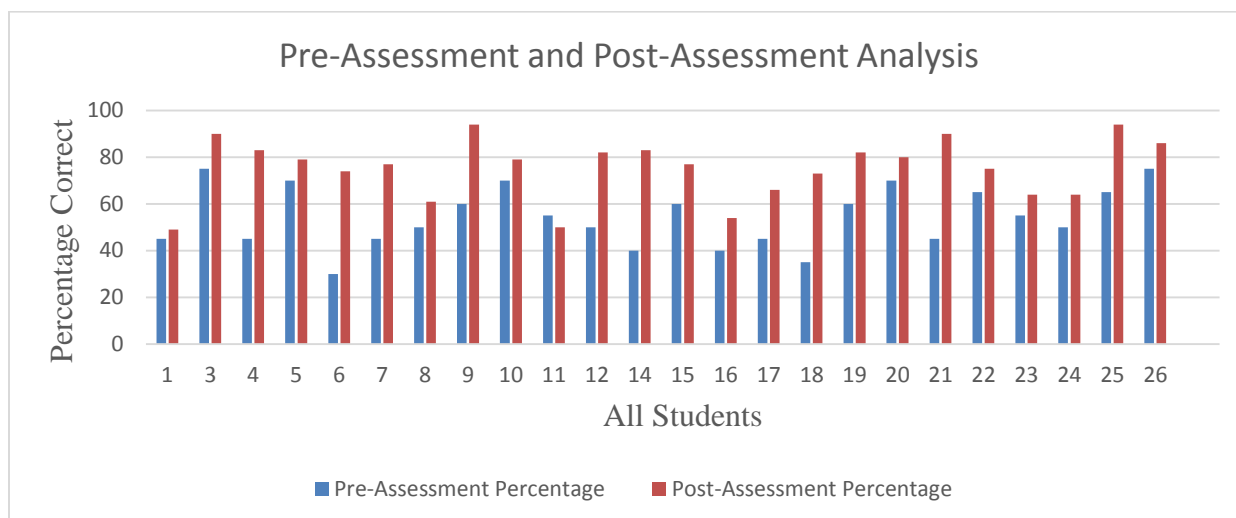
Student Identification code	Pre-Assessment Number Correct	Post-Assessment Number Correct	Pre-Assessment Percentage Correct	Post-Assessment Percentage Correct	Learning Gain Scores
1	9	61	45%	49%	.07
2	12	n/a	60%	n/a	n/a
3	15	112	75%	90%	.60
4	9	104	45%	83%	.69
5	14	99	70%	79%	.30
6	6	93	30%	74%	.63
7	9	96	45%	77%	.58
8	10	76	50%	61%	.22
9	12	117	60%	94%	.85
10	14	99	70%	79%	.30
11	11	63	55%	50%	-.11
12	10	103	50%	82%	.64
13	n/a	70	n/a	56%	n/a
14	8	104	40%	83%	.72
15	12	96	60%	77%	.43
16	8	67	40%	54%	.23
17	9	83	45%	66%	.38
18	7	91	35%	73%	.58
19	12	103	60%	82%	.55
20	14	100	70%	80%	.33
21	9	113	45%	90%	.82
22	13	94	65%	75%	.29
23	11	80	55%	64%	.20
24	10	80	50%	64%	.28
25	13	118	65%	94%	.83
26	15	108	75%	86%	.44

TWS Factor 6

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TWS Factor 6
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 Grade Level: 7th Grade

LEARNING GAIN SCORES

Student #	Pre- Assessment Score	Post- Assessment Score	Individual Student Gain Score
1	45%	50%	.07
3	75%	90%	.60
4	45%	83%	.69
5	70%	79%	.30
6	30%	74%	.63
7	45%	77%	.58
8	50%	61%	.22
9	60%	94%	.85
10	70%	79%	.30
11	55%	50%	-.11
12	50%	82%	.64
14	40%	83%	.72
15	60%	77%	.43
16	40%	54%	.23
17	45%	66%	.38
18	35%	73%	.58
19	60%	82%	.55
20	70%	80%	.55
21	45%	90%	.33
22	65%	75%	.82
23	55%	64%	.29
24	50%	64%	.20
25	65%	94%	.28
26	75%	86%	.83
GROUP AVERAGE GAIN SCORE			.45(45% ave. learning gain for the entire class)

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III. ANALYSIS OF LEARNING NARRATIVE

A. Evaluation of Learning Results

In my pre-assessment, I evaluated the percentage correct and what questions they struggled with the most. The pre-assessment and radio ad showed the need for longer instruction in certain sections. I used the other formative assessments to observe how students worked together in groups. Their ability to collaborate effectively allowed me to use group activities in my instructional decisions. I designed my post-assessment as a tool to show content understanding and to demonstrate their map reading abilities.

In most cases, the extra time taken in reviewing the unit vocabulary and addressing the areas of weak understanding helped students better understand the course material even though some still struggled with some content. Adding group activities to my instructional design also enhanced student knowledge. I paired ELD students with native English speakers to maximize their comprehension and provide opportunities for students to teach other students.

According to the learning results, my unit vocabulary and land use objectives were reached as few students missed vocabulary and land use questions on the post-assessment. The landform objective did not yield expected results as they were better understood by non-ELD students. About a third of all students struggled with climate comprehension. My affective objectives reached a high degree of achievement as students displayed strong interpersonal skills. They struggled with the landform picture activity as they wanted to talk to others about the pictures. Instructional time was appropriate except for too much time taken on a landform activity and not enough on climates and vegetation.

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B. Interpretation of student learning:

The majority of the learning objectives were met as students displayed a greater understanding of the unit's vocabulary, landforms, and land use. While they did not fully realize the vegetation and climate zone objectives, they met the affective objectives with their solid collaboration and listening skills. A barrier for all students is that class is towards the end of the day. ELD students face a language barrier that impedes their progress and one non-ELD student has family issues that have greatly affected her ability to focus and learn.

C. Insights on best practices and assessments as related to students:

Many of my ELD students exhibit great motivation and interest in learning. Many of my non-ELD students also show an eagerness to learn. The activities that were the most successful involved short group activities and the least effective was when students had to remain quiet. One of the most successful assessments was the radio ad as it was an activity they enjoyed doing but that gave me a way to access their prior knowledge. The least effective was the land use homework as I was not available to answer questions as they arose.

D. Alignment of learning goals with assessment data:

My learning goal was for students to analyze geographical information using their existing knowledge and what they gained during the unit. Each objective was aligned with this goal. Some were misaligned with the instructional method as landforms were too long and climates too short. My assessments were in line with the goal except that I would have students rewrite their ad to incorporate what they have learned in the unit. I believe that making those instructional and assessment changes would have helped students better understand the content.

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A. Impact on Student Learning

One of my most successful activities was the landform assignment. Although some of my LED students struggled with comprehending some on the post-assessment, the whole class improved upon their knowledge of landforms. They were able to identify more of these terms on a map, define them, and be able to recognize what landform they were looking at when they observed landform pictures. The course curriculum listed only eight out of the thirty-five landforms that students will need to know for their state test. Because of this, I felt that I should expand the text coverage. I chose a group activity as the instructional method because this class has previously demonstrated the ability to work together and help one another understand the content. Three students in particular gravitate towards one of the ELD students who is also autistic. They actively look for ways to include him in the group activities. In this activity, students were paired off into groups of two or three and collaborated on landform research.

Another activity that I did with the class during the population density section that helped the students understand population density and how it is different from population. In the activity, I counted the students in the classroom and described the number as the population. I then defined the area as a square by using the carpeted portion of the classroom. I then had the students move to one half of the room and then a quarter of the room. I asked questions about how their relocation affected population and population density to check for understanding. Very few students missed the population questions on the post-assessment.

One of the most successful assessments came in the form of the radio advertisement that the students had to create at the beginning of the unit. It was a fun and sneaky way to evaluate

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my students' writing abilities and content understanding without their knowledge. This activity involved having the students describe a city using human and physical geographical information. They did not realize they were writing about such things as climate and vegetation as these concepts were presented in laymen's terms. When I started the unit, they began to understand why they had completed the assignment and how it tied into the unit's content.

One of my least effective activities came in the lesson on climate. For the activity, I had the students answer five questions about a particular climate. It would have been more effective if they had to recall climate information and assess how their knowledge would answer any of the five questions but they had the book available for reference so the activity became a mere exercise of how fast they could locate the information in their texts. Also, some of the climate pictures did not represent the climates in the best way so it was difficult for the students to tell exactly what climate they were looking at.

Another less successful activity was covering the vegetation zones. While it was important to show the pictures that had the vegetation zones matched with their corresponding climate zones, this lesson was dry and boring. It would have been more effective to involve them in a physical matching game where the students who had the climate pictures and descriptions had to find students with the matching vegetation pictures and descriptions.

I attempted to balance individual work with group activity as it is important to assess how well students comprehend the lesson individuals. I also realized that some students gain greater understanding of content by working with groups and incorporated them as much as possible. I modified some activities for this class as I felt that they would not work well with this group of

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students. One such activity was the economic land use assignment that I modified into an individual research activity because I felt that the groups would not have the right blend of students. Another modification I made came during the stations activity when two of the stations took group members too long to complete. I eliminated half of the work while covering the same concepts. This was beneficial to the students as they were able to complete the task of matching written descriptions with pictures in a collaborative way.

B. Implications for future teaching:

I would make several adjustments to my teaching activities and techniques. I will pay closer attention to the students' non-verbal cues of not understanding concepts and look for more creative ways to present concepts. Before group activities, I will present the rules for group work so that the students are not confused about my expectations. I will adapt my teaching techniques to have better transitions as I take too long in getting the class started and do not give time for lesson reflection at the end of class. I will incorporate more writing activities into my lessons and require students to reflect upon the lesson in a personal journal. This would help solidify their content knowledge and expand upon their writing skills. This is especially important with ELD students and the students who struggle with language in some way. One of the biggest areas I need to work in is being able to adjust my lesson plans during the class period if I feel that the students are not grasping the content or are bored and not paying attention.

C. Implications of a Christian Worldview in the learning community:

On my last day at my first placement, many students gave me hugs goodbye and several wrote notes expressing their appreciation. Many of them expressed how nice and kind I was and

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the shared that I always had a smile on my face. One student pointed out that she appreciated how patient I was with her. Another shared that she felt I was considerate and that I helped her understand confusing concepts. Another student gave me a card with words that described me using the letters of my name such as respectful and understanding. This was a very special gift for me as this student struggled greatly at the beginning of the school year with anxiety and serious family issues and felt that I helped her through that difficult time. Another student wrote a note that surprised me as I did not realize that I had such an impact on her. In it she said I was an inspiration to her and described me as a diligent hard worker and a warm-hearted person. Her words showed me that I impact students in ways that I never realized. One of the greatest compliments that my cooperating teacher gave me was that I treat everyone with a high level of respect and kindness regardless of their ethnicity or abilities. She pointed out that I refused to talk about anyone which goes a long way in demonstrating Christ to my students and peers.

While I struggled to master my classroom activities and create lessons that engage and challenge the students, my diligence and desire to become an effective educator showed Christ to my students. I strove to remain kind to the students that I had to correct so they would understand that I cared for them even though I did not accept their behavior. I believe that when students feel that their teacher cares about them, they will feel safe in sharing things that they are struggling with. This dialogue will open up even more opportunities to emulate the heart of Christ to my students and peers.

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D. Implications for professional development:

There are several areas that I need to improve in. One of the biggest hurdles that I had to overcome during this placement was my lack of content knowledge. I had not been exposed to the geographical content that I was responsible for teaching in over thirty years. I felt very unsure of the information I was teaching the students and that lack of knowledge prevented me from feeling comfortable enough with to switch activities in the middle of a class period even though I felt that the lesson was not going the way I wanted it to. Another area that I need to work on is my transitions in the beginning and end of class. I tended to realize too late that I was running out of time and hurried my closure. This prevented me from giving the students a summary of the lesson. I also need to modify my language skills as I tended to say “Ok, so” in order to prevent saying “Um”. Part of this habit comes from trying to organize my thoughts so that I can communicate my statements and directions coherently and appropriately.

I have set some goals to improve as an educator. One of these is improving my transitions and closure as I struggle with finding the best method to begin and end classes or move between lesson sections. Another one of my goals is to implement better group activity strategies as I had a difficult time keeping the groups on task and deciding when to move on when one or two groups were still working. A third goal is to learn how to better circulate around the room as I present my lesson. The biggest challenge to this is coordinating my movement back to the smartboard. In order to accomplish these goals, I will consult different educators, observe my next cooperating teacher, and research how to better handle transitions, group activities, and moving around my classroom.

APPENDIX A
CONTEXTUAL INFORMATION FORM

I. CONTEXTUAL INFORMATION SHEET

Please indicate:

Semester (Fall or Spring) Fall Year: 2013

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

 Early Childhood (Birth-Grade 3) X Secondary (Grades 6-12)
 Elementary (Grades K-6) Dual (Elem. and Secondary, Grades PK-12)
 X Middle School (Grades 5 - 8)

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

<u> </u> Art	<u> </u> Lang. Arts, Mid. Level	<u> </u> Physics
<u> </u> Biology	<u> </u> French	<u> </u> Psychology
<u> </u> Business	<u> </u> Health	<u> </u> Science, General
<u> </u> Chemistry	<u> </u> Journalism	<u> </u> Science, Middle Level
<u> </u> Early Childhood Ed.	<u> </u> Mathematics	<u> X </u> Social Studies, Mid Level
<u> </u> Early Child, handic.	<u> </u> Mathematics, Mid. Level	<u> X </u> Social Studies
<u> </u> Earth-Space Science	<u> </u> Music	<u> </u> Spanish
<u> </u> Elementary	<u> </u> Physical Education	<u> </u> Speech and Theatre
<u> </u> Language Arts	<u> </u> Physical Science	<u> </u> Other: <u> </u>
<u> </u> 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 Geography Content Area Social Studies

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

<u> </u> Preschool	<u> </u> 4 th Grade	<u> </u> 9 th Grade
<u> </u> Kindergarten	<u> </u> 5 th Grade	<u> </u> 10 th Grade
<u> </u> 1 st Grade	<u> </u> 6 th Grade	<u> </u> 11 th Grade
<u> </u> 2 nd Grade	<u> X </u> 7 th Grade	<u> </u> 12 th Grade
<u> </u> 3 rd Grade	<u> </u> 8 th Grade	

Please note: Some of the following information must be obtained directly from the teacher or the school's administrator(s)

A. Class/Classroom Information

Grade levels in class (List all that apply.)	<u>Seventh</u>
Ages in class (List all that apply.)	<u>11-13 Years</u>
Number of students enrolled in class	<u>26</u>
Number of students typically present	<u>25</u>
Time available each day to teach all students (in this class)	<u>50 Minutes</u>

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

Upper class	<u>10%</u>
Middle class	<u>45%</u>
Lower class	<u>45%</u>

*Community socio-economic statistics.

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

<u>Ethnicity</u>	<u>Number of Students</u>
African American	<u>2</u>
Asian	<u>8</u>
Hispanic	<u>4</u>
Caucasian	<u>10</u>
Pacific Islander	<u>1</u>
Other	<u>1</u>

Gender make-up:

Number of males	<u>14</u>
Number of females	<u>12</u>

Number of students who perform at the following levels:

Below grade level	<u>9</u>
At grade level	<u>17</u>
Above grade level	<u>0</u>

The following information involves students who are currently failing the class: two students have a first grade reading level (ELD students). One student has a second grade reading level (ELD student). One student has a fourth grade reading level. One student has a fifth grade reading level. The following information involves students who currently have less than a 70% in the class: One student has a third grade reading level (ELD student). One student has a fourth grade reading level (ELD student). One student has a fifth grade reading level. One student has a sixth grade reading level. One student has a twelfth grade reading level.

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

Few	<u>X</u>
Some	<u> </u>
Many	<u> </u>

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

Overhead/Elmo projector	<u>1</u>
Number of computer(s)	<u>33</u>
Video projector	<u>1</u>
Phone/intercom	<u>4</u>
TV (In room)	<u>0</u>

Please list additional resources (ex. maps, lab equipment, manipulatives, reading resources, etc.—please list): Maps, geography books, textbooks, workbooks, laser pointer, smartboard, and whiteboard.

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

Instructional assistants(s)	<u>0</u>
Peer (student) tutors	<u>0</u>
Parent volunteers	<u>0</u>
Resource Teachers (describe)	<u>1</u> (Instructional Teacher for ELL Students)
Other (describe)	<u>1</u> (Para for an Autistic/ELL student)

D. Individual Differences

Number of ESL students in class 13
(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 4
(Students who have an Individualized Education Plan on file with the teacher or school)

*Number of identified 504 students in class 1
(Students who have been officially tested and are physically or mentally impaired in some fashion)

Number of identified gifted students in class 0

*One student is scheduled to receive testing for a possible 504 placement.

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

Title I 0

Gifted 0

Other (please list, for example: remedial reading, math, etc.)

Four students receive pull-out/supplementary programs services. They include language arts, math, and speech.

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

Population (city or town) 18,059

Please list major industry(ies) (ex. oil, farming, steel mills, technology, automotive, etc.):
Retail, construction contractors, manufacturing, health care, finance, insurance, professional, and dining.

Please list major employer(s) (ex. American Airlines, IBM, Wal-Mart, etc.)

Walmart, Oral Roberts University, Reasors, Kimberly Clark Corporation, Oklahoma
Surgical, and Jenks Public Schools

Students in your classroom mostly from:

Rural areas	_____
Urban areas	_____
Suburban areas	<u> X </u>

Describe the school district:

Number of elementary schools	<u> 3 </u>
Number of junior high or middle schools	<u> 1 </u>
Number of high schools	<u> 2 </u>
Other types of school configurations (i.e. 4 th & 5 th grade centers, etc.)	<u> 3 </u>

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

*Community Colleges	<u> 0 </u>
*Career Technology schools	<u> 0 </u>
Colleges or University	<u> X </u>

*The area schools are not located directly within the school district parameters and were therefore not included.

APPENDIX B
PRE-ASSESSMENT KEYS

English Language Development (ELD) student Pre-Assessment Test

All correct answers are A.

Student quizzes and tests are given online through Canvas (Canvas quizzes and tests are programmable to enter automatic answer shuffle so the correct answers were not always A for the students)

1. What could you find out from a climate map?
 - A. How much rain an area gets
 - B. How many people live in Chicago, Illinois
2. Why do places that are in the areas close to the equator have hot weather all year?
 - A. They get the most direct rays from the sun
 - B. The ground in that area is higher than other parts of the world
3. How do you find the population density of a place?
 - A. Divide the number of people by the land area
 - B. Add the number of people to its land area
4. What can you use to show how land is used?
 - A. Economic activity map
 - B. Political map
5. One way to show human geography using a thematic map is:
 - A. A map that shows the number of births in New York City, NY
 - B. A map that shows the climate zones in Alaska
6. A physical map may have traits (features) such as:
 - A. Landforms and bodies of water
 - B. Natural resources
7. What kinds of plant does the best in arid weather (climate)?
 - A. Cacti
 - B. Pine Trees
8. When land is used for subsistence farming:
 - A. Farmers only grow enough crops to feed their family
 - B. Farmers have to move around a lot to find the right amount of food and water for their animals
9. A landform is:
 - A. A natural part of the Earth's land that has its own type of shape
 - B. The way the weather is over a long time

10. Which is a body of water?
 - A. Strait
 - B. Peninsula
11. In what vegetation (plant life) zone would you find small trees and bushes that grow in a Mediterranean Climate (type of weather)?
 - A. Chaparral
 - B. Coniferous Forest
12. What kind of housing would you find the most in an area with a very high number of people living in it?
 - A. Small apartments in tall buildings
 - B. Large homes with front and back yards
13. What is a region?
 - A. An area with one or more features (traits) that make it different from other areas
 - B. A part of the earth's surface (top part) such as landforms and bodies of water
14. Plains and plateaus are:
 - A. Landforms
 - B. Bodies of water
15. What shows the usual amount of temperature and precipitation (rain or snow) in a place over a year?
 - A. A Climagraph
 - B. Fjord
16. How are temperate grasslands and tropical grasslands different?
 - A. Temperate grasslands have cool temperatures. Tropical grasslands have wet and dry weather
 - B. Temperate grasslands are dry and hot. Tropical grasslands are cool and damp
17. What is an example of an area that has been named by its economic activity (the way it earns money)?
 - A. The Corn Belt
 - B. The West Coast
18. A tundra has what kind of weather?
 - A. Very cold winters, cold summers, and little rain or snow
 - B. Warm summers, cool winters, and rain all year
19. Marine West Coast has what kind of weather?
 - A. Warm summers, cool winters, rain all year
 - B. Warm all year with dry summers and short, rainy winters

20. The deciduous forest vegetation (plant) zone has:
- A. Trees with big, flat leaves that fall off before winter
 - B. Tall trees that have large leaves that stay green all year

Student Pre-Assessment Test

All correct answers are A.

Student quizzes and tests are given online through Canvas (Canvas quizzes and tests are programmable to enter automatic answer shuffle so the correct answers were not always A for the students)

3. What could you learn from a climate map?
 - C. How much rainfall an area receives
 - D. The average temperature of an area in the Fall
 - E. How warm an area gets in the Summer
 - F. All of the given answers
4. Why do places on tropical latitudes located close to the equator have hot weather all year?
 - C. They get the most direct rays from the sun
 - D. They are at a higher elevation than other parts of the world
 - E. They get more heat because they are closer to the Earth's core
 - F. They are farther away from oceans
3. How is the population density of a place calculated?
 - A. Divide the number of people by its land area
 - B. Add the number of people to its land area
 - C. Multiply the number of people per square mile by its land area
 - D. Divide the number of people by the number of its dwellings
4. What could you use to show patterns of land use?
 - A. An Economic activity map
 - B. A Population Density map
 - C. A Climagraph
 - D. Political map
5. One example of a thematic map that shows human geography is:
 - A. A map showing the number of births in New York City, NY
 - B. A map showing the climate zones in Alaska
 - C. A map showing the vegetation of Yosemite National Park
 - D. A map showing the gorges, ravines, woodlands and streams in the Finger Lakes National Forest
6. A physical map may include such features as:
 - A. Landforms and bodies of water
 - B. Natural resources
 - C. Economic activity
 - D. Population density

7. What kinds of plant is best adapted to an arid climate?
 - A. Cacti
 - B. Mosses
 - C. Pine Trees
 - D. Tall grasses
8. When land is used for subsistence farming:
 - A. Farmers only grow enough crops to feed their family
 - B. Farmers must move around often to find food and water for their animals
 - C. Farmers raise crops or livestock to sell
 - D. Farms are owned by large multinational corporations
9. A landform is:
 - A. A natural feature of the Earth's surface that has a distinct shape
 - B. The average number of people who live in a unit of area
 - C. Defined by one or more cultural characteristics that set it apart
 - D. The pattern of weather is over a long period of time
10. Which of the following is a body of water?
 - A. Strait
 - B. Peninsula
 - C. Mesa
 - D. Plateau
11. In which vegetation zone would we find small trees and bushes adapted to a Mediterranean Climate?
 - A. Chaparral
 - B. Temperate grassland
 - C. Coniferous Forest
 - D. Tundra
12. What kind of housing would you expect to find most often in an area with a very high population density?
 - A. Small apartments in skyscrapers
 - B. Houses surrounded by farm fields
 - C. Individual homes spaced miles apart
 - B. Large homes with front and back yards
13. What is a region?
 - A. An area with one or more features that set it apart from other areas
 - B. A natural characteristic of the Earth's surface such as landforms and bodies of water
 - C. An action that relates to the making, buying, and selling of goods and services
 - D. A pattern of weather over a long time

14. Plains and plateaus are:
- A. Types of landforms
 - B. Bodies of water
 - C. Forms of vegetation
 - D. Types of economic activity
15. What shows the average temperature and precipitation in a place over a year?
- A. A Climagraph
 - B. A Fjord
 - C. A Map Legend
 - D. A Physical Map
16. How are temperate grasslands and tropical grasslands different?
- A. Temperate grasslands have a cool climate. Tropical grasslands have a tropical wet and dry climate
 - B. Temperate grasslands are dry and hot. Tropical grasslands are cool and moist
 - C. Broadleaf evergreen trees grow in temperate grasslands but not in tropical grasslands
 - D. Trees and bushes grow in temperate grasslands but not in tropical grasslands
17. What is an example of a region defined by economic activity?
- A. The Corn Belt
 - B. The West Coast
 - C. The Rocky Mountains
 - D. All of the given answers
18. A tundra has what kind of climate?
- A. Very cold winters, cold summers, and little rain or snow
 - B. Warm summers, cool winters, and rain all year
 - C. Warm all year with dry summers and short rainy winters
 - D. Temperature and precipitation vary with latitude and longitude
19. Marine West Coast has what kind of climate?
- A. Warm summers, cool winters, rainfall all year
 - B. Temperature and precipitation vary with latitude and elevation
 - C. Warm all year with dry summers and short, rainy winters
 - D. Hot all year with rainy and dry seasons
20. The deciduous forest vegetation zone includes:
- A. Trees with broad, flat leaves that are shed before winter
 - B. Evergreen trees with needles and cones
 - C. Tall trees with large leaves that remain green all year
 - D. Grasses and scattered trees adapted to a tropical wet and dry climate

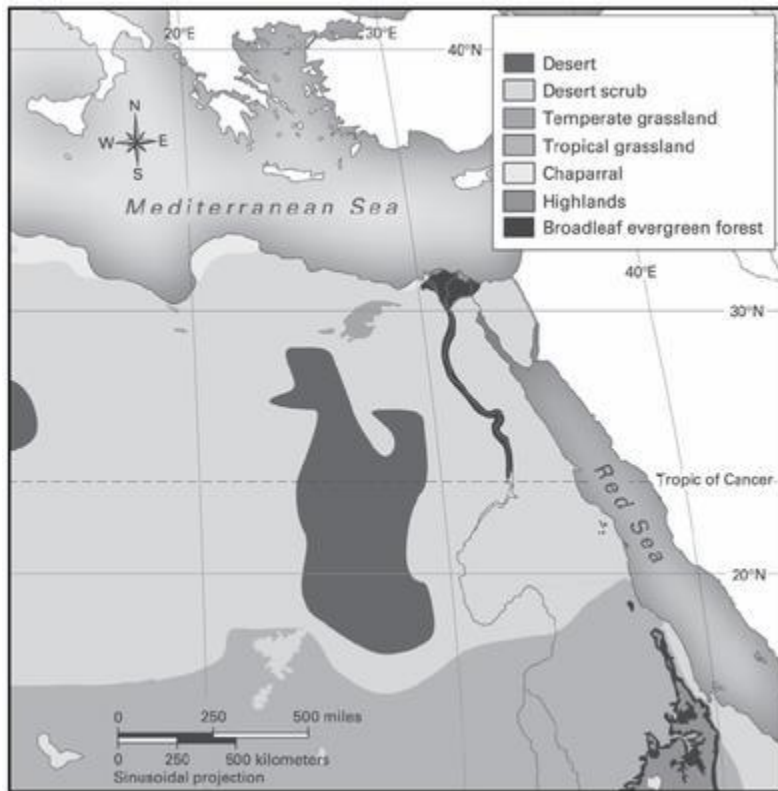
APPENDIX C
POST-ASSESSMENT KEYS

ELD Student Post-Assessment Test

All correct answers are A.

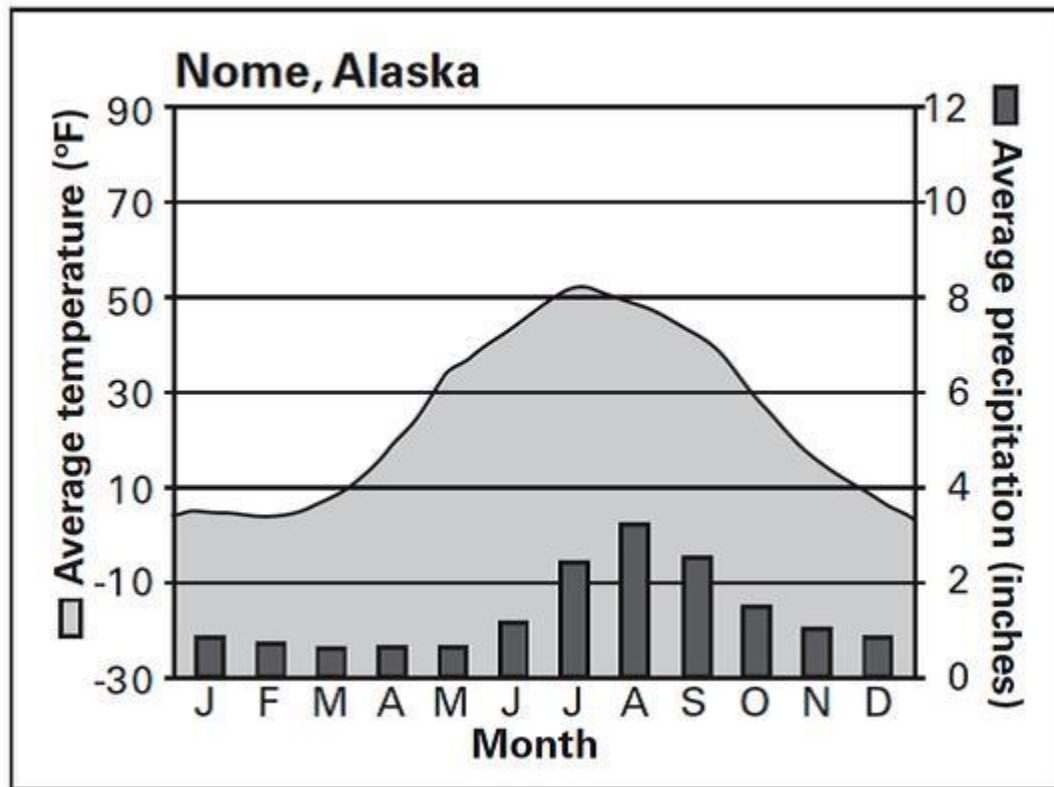
Student quizzes and tests are given online through Canvas (Canvas quizzes and tests are programmable to enter automatic answer shuffle so the correct answers were not always A for the students)

1. A map that shows population density is a type of:
A. Thematic Map
B. Physical Map
2. What kind of information is shown on this map of North Africa?



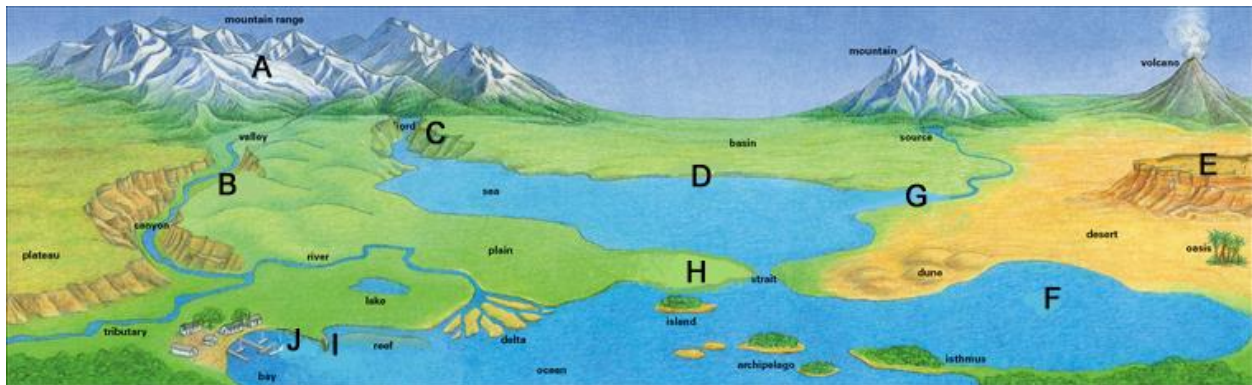
- A. Vegetation Zones
B. Climate Zones
3. Weather over a long period of time is called?
A. Climate
B. Density
C. Region
D. Vegetation
 4. Coal, iron, silver are types of?
A. Natural Resources
B. Economic Activities

5. What does an Economic Activity (land use) Thematic map show?
- A. How people use land to meet their needs
 - B. How high the mountains are in an area
6. Look at the climagraph to answer this question: What is the average temperature in Nome, Alaska for the month of November (N)?



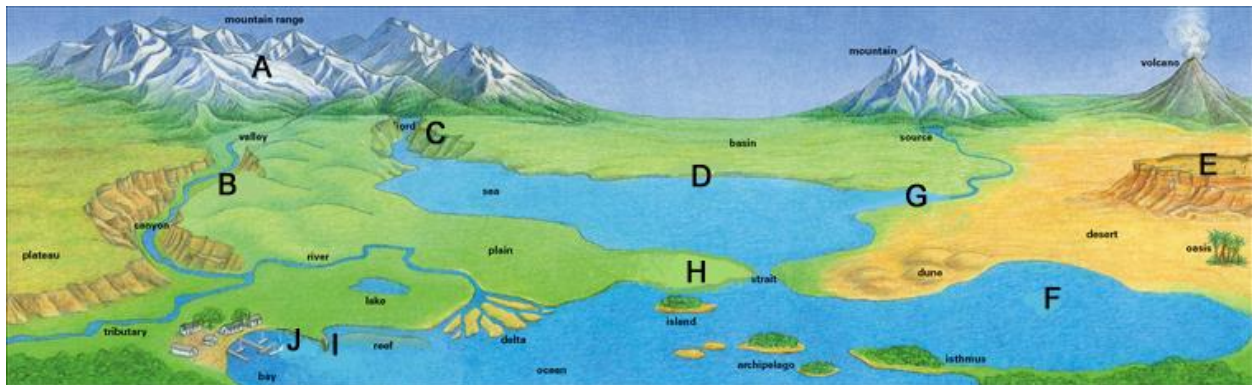
- A. 15 degrees Fahrenheit (F)
 - B. 1 degree Fahrenheit (F)
7. An area with one or more characteristics (things) that make it different than other areas is called?
- A. Region
 - B. Landform

8. Use the map below to match the letter with the right landform: (students were given the letters and had a drop-down box to choose answers from)



- A. Glacier
- B. Hill
- C. Cliff

9. Use the map below to match the letter with the right landform: (students were given the letters and had a drop-down box to choose answers from)



- D. Coast
- E. Mesa

10. A Highlands Climate has what characteristics (what does it look like)?

- A. How hot/cold and wet/dry it is changes with latitude and elevation
- B. Hot with rain all year

11. An Arid Climate has what kind of vegetation (plants)?

- A. Cacti and desert scrub
- B. Mosses

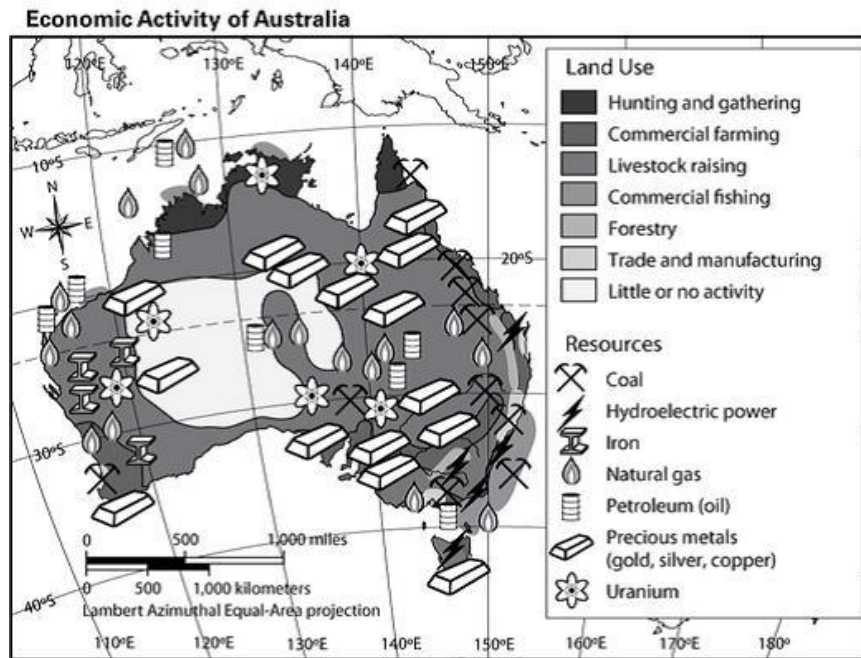
12. A Tundra Climate has what characteristics (what does it look like)?
 - A. Very cold winters, cold summers, and little rain or snow
 - B. Hot and dry all year with very little rain
13. In the economic activity (land use) called Subsistence farming:
 - A. Farmers grow just enough food to feed their families
 - B. Farmers move around to find food and water for their animals
14. What kind of tree would you find in a Coniferous Forest vegetation zone?
 - A. Trees with needles and cones
 - B. Trees with leaves that drop before winter
15. What is a peninsula?
 - A. A long piece of land that has water on three sides
 - B. A part of the ocean that has land around three sides of it
16. What kind of vegetation (plants and trees) would you find in a Tropical Wet climate?
 - A. Broadleaf Evergreens
 - B. A Deciduous Forest
17. In the economic activity (land use) called Nomadic Herders:
 - A. People move around with their animals to find food and water
 - B. Cattle, sheep, and goats are live on large ranches and are sold for money
18. What are the two biggest things that affect climate?
 - A. Latitude and Elevation
 - B. Latitude and Precipitation
19. A gulf is:
 - A. A part of the ocean that has land on three sides of it
 - B. A body of water that has land around all four sides
20. What kind of vegetation (plants and trees) would you find in a Temperate Grassland vegetation zone?
 - A. Short and tall grasses that are used to living in a cool climate
 - B. A Coniferous Forest
21. Population Density measures:
 - A. How many people live in an area
 - B. How land is used in an area

*ELD students completed question #22 of the test as a homework assignment.

22. Why do geographers use many maps to show the world?

In Lesson 2, you learned about many kinds of maps. Now you will use the facts from the map below and what you learned in lessons 1 and 2 to answer some questions.

This economic activity (land use) map shows facts about resources and land use in Australia. You will now write a short description of the economic activity (land use) in Australia based on this map.



Step 1: Find the compass rose and scale on the map.

Write down how large Australia is from north to south and from east to west (**4 points**):

Step 2: Look at the natural resource symbols on the map.

List the three resources you see the most on the map (**4 points**):

Step 3: Look at the land use patterns that are on the map.

List what parts of the country have little or no activity (land use) and what parts have many land uses (**4 points**):

Step 4: Use the facts from steps 1-3 to write a paragraph (a few sentences) about Australia.

Give your paragraph (a few sentences) a title. You can use the same title as the map. Your paragraph (a few sentences) must have facts about the three subjects listed below (**8 points**):

- a. the size and shape of Australia
- b. the natural resources that you see the most in Australia
- c. where most economic activity (land use) takes place in Australia

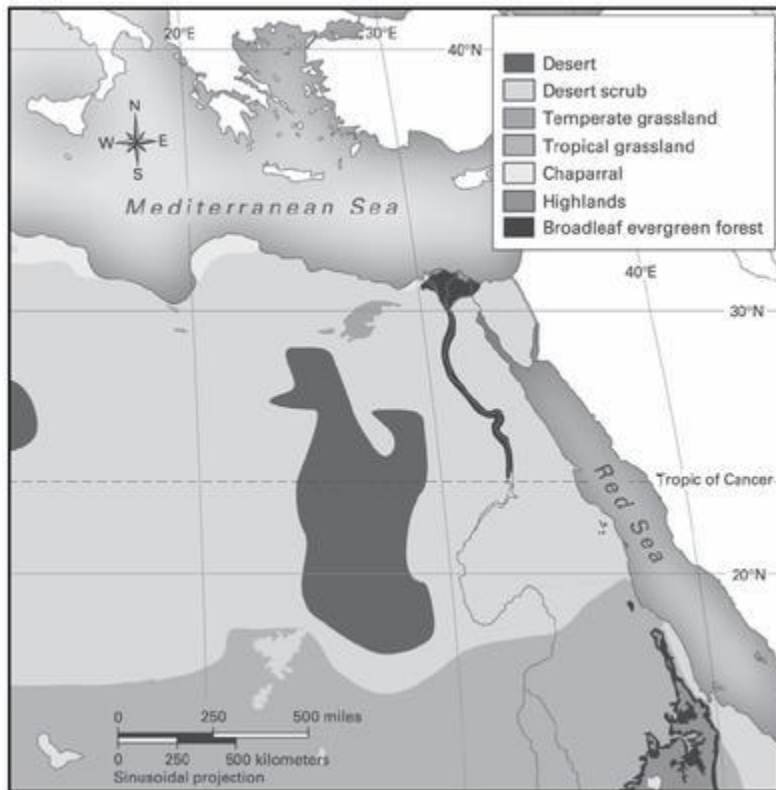
23. What facts do you know from Lesson 2 that was not on the test? Give as many facts as you can to get up to five bonus points.

Student Post-Assessment Test

All correct answers are A.

Student quizzes and tests are given online through Canvas (Canvas quizzes and tests are programmable to enter automatic answer shuffle so the correct answers were not always A for the students)

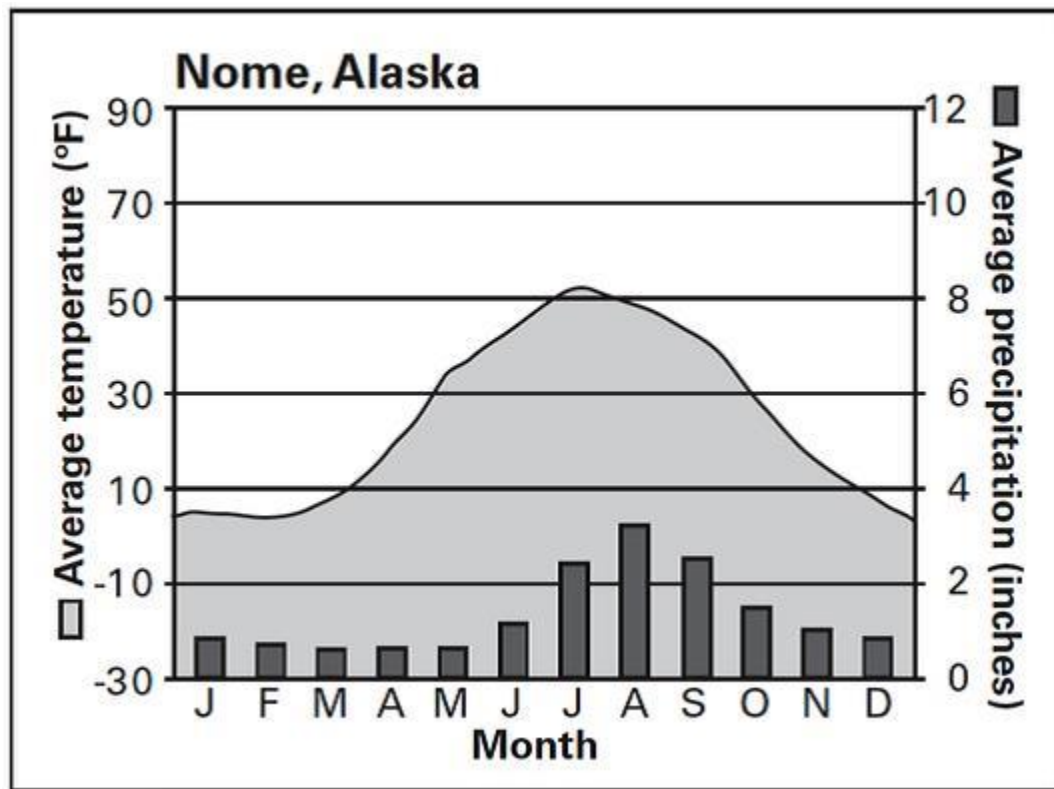
1. A map that shows population density is a type of:
 - A. Thematic Map
 - B. Physical Map
 - C. Political Map
 - D. Regional Map
2. What kind of information is shown on this map of North Africa?



- A. Vegetation Zones
 - B. Climate Zones
 - C. Population Density
 - D. Economic Activity
3. What term means the pattern of weather of a long period of time?
 - A. Climate
 - B. Density
 - C. Region

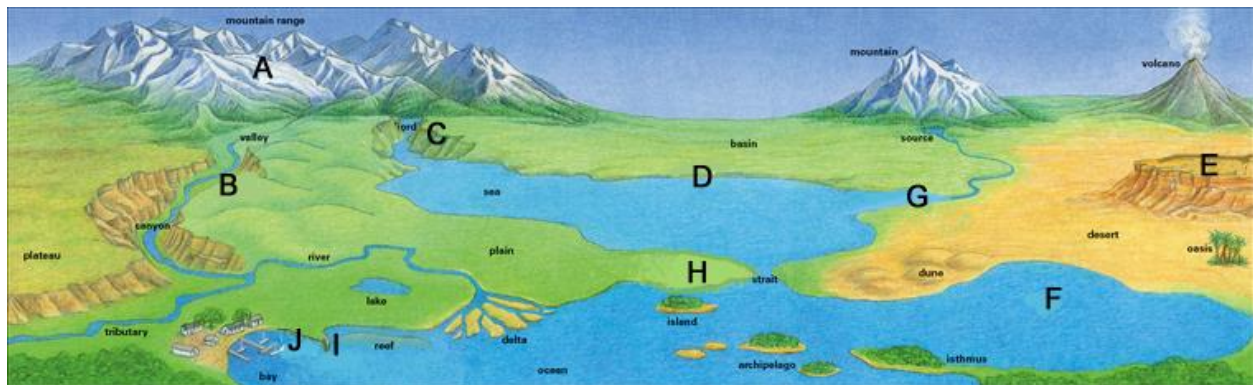
D. Vegetation

4. What are coal, iron, uranium, and petroleum examples of?
 - A. Natural Resources
 - B. Land Use
 - C. Vegetation Zones
 - D. Economic Activities
5. What does an Economic Activity (land use) Thematic map show?
 - A. How people use land to meet their needs
 - B. Where people live within a country's borders
 - C. The climate of an area
 - D. How high the mountains are in an area
6. Use the climagraph shown below to answer the following question: What is the average temperature in Nome, Alaska for the month of November (N)?



- A. 15 degrees Fahrenheit (F)
- B. 4 degrees Fahrenheit (F)
- C. -20 degrees Fahrenheit (F)
- D. 1 degree Fahrenheit (F)

7. What do geographers call an area with one or more characteristics that set it apart from other areas?
- Region
 - City
 - Landform
 - Climate Zone
8. Use the map below to match the letter with the correct landform: (students were given the letters and had a drop-down box to choose answers from)



- Glacier
 - Hill
 - Cliff
 - Coast
 - Mesa
9. A Highlands Climate has what characteristics?
- Temperatures and precipitation amounts that vary with latitude and elevation
 - Hot temperatures and rain all year
 - Very cold temperatures all year with permanent ice and snow
 - Very cold winters, cold summers, and little rain or snow
10. What kind of plant would you find in an Arid Climate?
- Cacti and desert scrub
 - Mosses
 - Coniferous Trees
 - Tall trees
11. A Tundra Climate has what characteristics?
- Very cold winters, cold summers, and little rain or snow
 - Hot all year with rainy and dry seasons
 - Hot and dry all year with very little rain
 - Temperature and precipitation vary with latitude and elevation

12. In the economic activity (land use) of Subsistence farming:
 - A. Farmers grow only enough crops to feed their families
 - B. Farmers raise crops or livestock to sell
 - C. Farmers must move around often to find food and water for their animals
 - D. Land is owned by large companies that grow one or more crops to sell in a marketplace
13. What kind of tree would you find in a Coniferous Forest vegetation zone?
 - A. Evergreen trees with needles and cones
 - B. Trees with broad flat leaves that are shed before winter
 - C. Tall trees with large leaves that remain green all year
 - D. Trees adapted to a tropical wet and dry climate
14. The definition of a peninsula is:
 - A. A long, stretch of land that is surrounded by water on three sides
 - B. A part of the ocean that is surrounded on three sides by land
 - C. A small piece of land that sticks out into the ocean
 - D. A body of water surrounded completely by land
15. What kind of vegetation would you find in a Tropical Wet climate?
 - A. Broadleaf Evergreens
 - B. Chaparral
 - C. A Deciduous Forest
 - D. A Coniferous Forest
16. In the economic activity (land use) of Nomadic Herders:
 - A. People move around often with their animals to find food and water
 - B. Cattle, sheep, and goats are raised on very large ranches to sell at a marketplace
 - C. Animals are hunted by small groups of people
 - D. Farms are owned by large companies and grow one or more crops
17. What are the two major things that affect climate?
 - A. Latitude and Elevation
 - B. Precipitation and Temperature
 - C. Latitude and Precipitation
 - D. Temperature and Latitude
18. The definition of a gulf is:
 - A. A part of the ocean that is surrounded on three sides by land
 - B. A raised area of land, such as a hill or mountain, with a flat top
 - C. An isolated spot in a desert where water is found
 - D. A body of water surrounded completely by land

19. What kind of vegetation would you find in a Temperate Grassland vegetation zone?

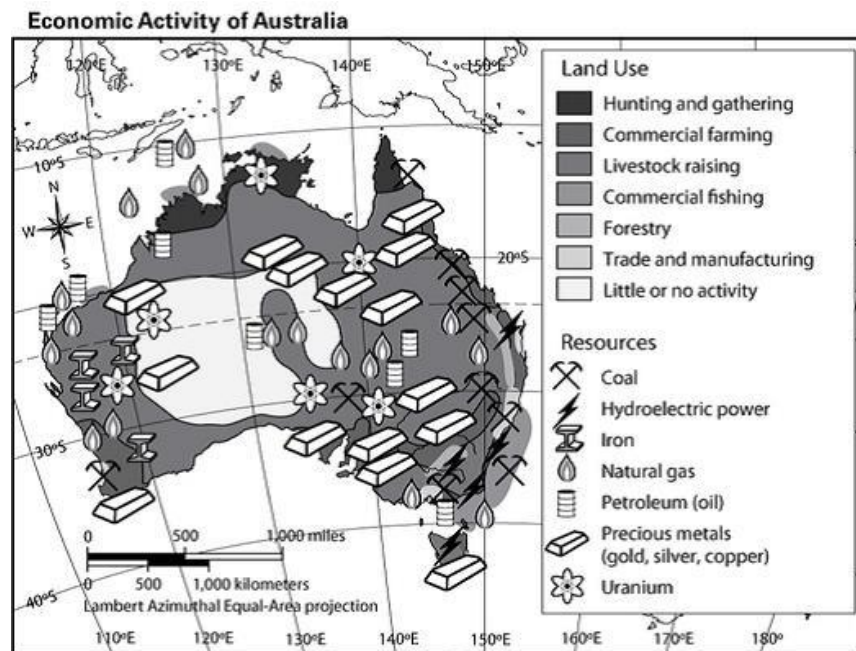
- A. Short and tall grasses adapted to a cool climate
- B. Small trees and bushes adapted to a Mediterranean climate
- C. Grasses and scattered trees adapted to a tropical wet and dry zone
- D. A Coniferous Forest

20. Population Density measures:

- A. How many people live in a unit of area
- B. How land is used in an area
- C. How much vegetation is found in an area
- D. How much precipitation falls in an area

21: Exploring the Essential Question: Why do geographers use a variety of maps to represent the world?

In Lesson 2, you explored a variety of maps. Now you will use the information on the map below and the knowledge of geography that you have gained in lessons one and two to complete the task.



This economic activity map shows information about natural resources and land use in Australia.

Your task is to write a brief description of economic activity in that country based on the map.

Step 1: Find the compass rose and scale on the map

Give an estimate of the size of Australia from north to south and from east to west (4 points)

Step 2: Look at the natural resource symbols on the map

List the three or four most common resources you see on the map (4 points)

Step 3: Study the land use patterns shown on the map

List what parts of the country have little or no activity and what parts have many land uses (4 points)

Step 4: Use the information from steps 1-3 to write a short description of Australia using complete sentences.

Give your description a title. You can use the same title as the map. In your description, provide details about these three subjects (8 points):

- A. The general size and shape of Australia
- B. The most common natural resources of Australia
- C. Where most economic activity takes place in Australia

22. What information do you know from Lesson 2 that was not covered on the test? Provide detailed answers to receive up to five bonus points.