

Synthesis of Curriculum, Instruction, and Assessment

Sam Razink

University of Mary

## **Introduction**

Throughout the course of the year, I have been creating tools that I will need and use within my classroom. The tools vary from getting to know my students, a test and a way to evaluate the test questions. These tools have also allowed for a head start on being a teacher. In order to help guide the class is how to be an effective teacher, understanding one's students, classroom management, goals and standards and objectives, unit and lesson planning, technology integration in instruction, questioning strategies, teaching strategies for direct instruction, teaching strategies for indirect instruction, and assessing learners.

## **How to be an Effective Teacher**

The first of ten themes is how to be an effective teacher. The module made one think about the one person who has affected the way that you teacher. One also had to describe the qualities and characteristics of an effective teacher. An example of an effective teaching would be to understand one's students.

I will implement this theme into my classroom by being effective teacher. The way that I will be an effective teacher is by emulating the many role models that I have had as teachers (See Appendix A for examples). In order to help bring about being an effective teacher, I must be effective at the other themes that we learned throughout the school year. I would strive to be an educator as Quintilian, an ancient Latin teacher and writer stated: *"... the living voice, as it is called, feeds the mind more nutritiously, and especially the voice of the teacher, whom his pupils, if they are but rightly instructed, both love and reverence. How much more readily we imitate those whom we like."*

## **Understanding Students**

The second theme was understanding one's students. In order to understand one's students, one has to get to know the students. Getting to know the students will take time, but can be accomplished by greeting the students at the door of the classroom as they come in. As well as talking to them before and after class or school.

The way that I will implement the theme of understanding students is by having students write down on a notecard their name, favorite song, favorite cereal, amount of siblings, and a place or country that they would love to travel to (See Appendix B for example).

### **Classroom Management**

The third theme was classroom management. Effective classroom management is important in creating a fun and safe environment that students will be eager to go to. A fun and safe environment also in conjunction with a learning community is the product of effective classroom management.

One way that I can help foster and create effective classroom management is by having it clearly posted the academic and behavioral expectations that I have for my students (See Appendix C for example). I will do this because by clearly having the academic and behavioral expectations and rules for my students posted, they will know what I expect from them in regards to their academics and behavior.

### **Goals, Standards, and Objectives**

Goals, Standards, and Objectives are important for any teacher because standards are what teachers use to measure not only students, but themselves as well. Goals are important for both teachers and students because goals give both something to work towards. Lastly, objectives are important for the teacher because it is the goal that they have set forth for the students.

I plan on implementing this particular theme into my classroom by keeping in mind the Common Core standards that the state of North Dakota is subject to. The Common Core standards are important because they are a nearly nation-wide standards, objectives, and goals for teachers (See Appendix D to learn about Common Core).

### **Unit and Lesson Planning**

Creating and planning lesson or unit plans are the foundation for every teacher. In order to properly teach one's students, one needs to be prepared to teach. Lesson plans help the teacher teach by making teachers write down the ideas that they have and making sure that the ideas are possible.

I will implement this theme into my classroom by using lesson plans and unit plans to proof read my own ideas. Part of proof reading my own ideas is also changing my lesson plan so that I can optimize the time that I have with my students and give them the best education that I can (See Appendix E for a lesson plan).

### **Technology Integration in Instruction**

The goal of this theme is to help the students to not only create end products for projects. The second part to this is that technology integration also helps students become more engaged in their own learning as well. The danger of integrating technology into one's lessons and activities is that the students become dependent on technology.

I planned on implementing technology into my classroom by having it be a great use for students to research and create presentations or movies of historical events. In particular, I was going to have the students create a movie about a battle from World War 2 that I would have taught about earlier in the lesson. I would assign groups and then have the groups choose which

battle from a list that they want to do. Then they will film their recreation of the battle and present their film to the class (See Appendix F for lesson plan).

### **Questioning Strategies**

Effective questioning strategies is an important theme because if a bad question is asked, then students are likely to not respond. Even when the teacher asks a good question it is not a guarantee that a student going to answer. However, by using effective questioning strategies teachers can increase the chances that not only one student will answer the question, but multiple students will answer the question. There are seven different types of questions that a teacher can ask (See Appendix H for an example of each type).

As a future teacher, it is important that I start thinking of effective questions to ask so that I will get in the habit of asking good questions (See Appendix . A good effective question strategy is to ask the students a question and talk to their table partner about what they think. After a few minutes, have the class come back together and have students answer the question. This strategy is called turn and talk and is effective because it makes students more comfortable to share with the class their answer. The reason as to why students are more comfortable sharing the answer with the class is that they were able to share it with one other peer who may have the same answer.

### **Teaching Strategies for Direct Instruction**

Direct instruction is seen as the traditional way that teachers would teach. While direct instruction is not the most effective way for students of today's world to learn, there is still a need for it in the classroom. Direct instruction helps provide students with the foundational information of a lesson or unit that they will need in order to understand the rest of the lesson or unit.

Within a history class, the need for direct instruction can be hard to see because the students can easily Google the history of an event. However, it is important that the students know how to read like a historian. I plan on implementing direct instruction when it comes to reading like a historian (See Appendix I for a direct instruction lesson plan). Reading like a historian involves finding the bias of the author in the document that one is reading, also whether the document is a primary or secondary source. Depending on whether a document is primary or secondary changes the amount of trust one can put into the document.

### **Teaching Strategies for Indirect Instruction**

The flip side of direct instruction is indirect instruction. Indirect instruction is more student focused which is important because this can help engage students in the material that is being taught. Indirect instruction can also give students responsibility for their own learning on top of keeping them engaged.

I plan on implementing this theme into my classroom is by teaching students the foundational knowledge of the differences between primary and secondary sources. However, instead of giving them examples of primary and secondary sources, I will have the students go to the library and try to find primary and secondary sources (See Appendix I for lesson plan). By having the students go to the library, it allows them to find not only primary and secondary sources, but also how to navigate a library.

### **Performance Assessment**

The idea of performance assessments is to have students show the teacher that they do in fact know the material that was taught. Plus performance assessments are great alternatives to the traditional test format to assess the knowledge of students. Many students also struggle with test

anxiety, so performance assessments are great ways to help relieve stress and anxiety in some students.

I can implement this into my history classroom by having the students do a mock debate (See Appendix J for description of the mock debate). The goal of the mock debate is to have students research more about not only the event that the debate is on, but also what else was happening at the time. Students will also have to make connections between things such as politics and economy. This is important for students because they will research deeply the cause and effect of the event and anything else that will support their argument. Further increasing their skills as a historian.

### **Conclusion**

The themes of understanding students, classroom management, goals and standards and objectives, unit and lesson planning, technology integration in instruction, questioning strategies, direct instruction, indirect instruction, and performance assessment lead into the first theme which was how to be an effective teacher. In order to be an effective teacher, one has to first be able to do the other nine themes. By implementing the other nine themes, being good with them, and by letting them guide me to an extent, then I can be an effective teacher.

The vision that I have for my future classroom is to have quotes on the wall that encourage one to never give up and to provide inspiration to my students. The seating arrangement will be in pods of four desks per pod. The agenda for the day, along with the learning objectives for the day, the bell ringer for the day ready to go, have a bookshelf with books that I believe are important for students to read, and the rules and expectations for the students posted on a board as well.

## Appendix A

## Reflection Paper:

## Who Has Influenced Me

Sam Razink

University of Mary

Throughout my life, I have had the chance to learn lessons on how to teach well from many people. All of the people who have taught me lessons on how to teach are the collective living voice that feeds my mind with love and reverence. The group includes a range of people, from my dad to a random freshman that I have only met once in my life. I like to talk to different people about education and what I plan on doing as a teacher. Whomever I am talking to always offers insight into what I am planning and a different way I could go about it. Talking with people about education and how I plan on teaching, mixed with my competitive nature, created the strong desire to become the greatest educator that there has ever been.

Similar to most people, I have had more than one mentor. Whenever I think of the people who I have looked up to as mentors throughout my life, I have never wanted to be just like them. Not because they are bad people, but because I want to take the best things that they teach me and use those ideas to better myself. I do not want to be just like someone else because then the same things that limit them, will then limit me. However, if I take the best ideas that they teach me, then I can constantly better myself, and instead of limiting the limits instead of vice versa.

From my dad I learned how to remain calm almost all the time and when I do get angry I learned how to hide it and be calm. He has always been supportive of me and what I want to do.



Once I decided to become a teacher, he was ready to do whatever he had to help make me succeed. My dad has been my life long teacher. He has always taught me the basics of life. The patience that he taught me with is the same that I used to this day.

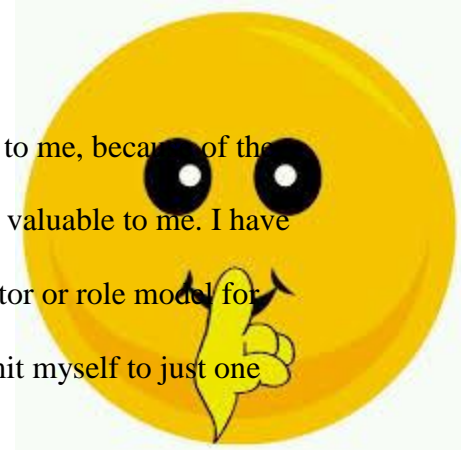
I learned from a professor at the University of Mary the need to teach more than just the subject that you were hired to teach. In order to teach the whole student, and create responsible citizens, I need to incorporate other subjects of study into the one I am teaching and show them that everything is connected. By showing the students that the subject, or subjects, that they are interested in are connected to the ones that they despise. This is something that I did not know before I came to the University of Mary because I thought everything only involved its own subject. Since coming to the University of Mary, I have had many experiences similar to this one.

During my freshman year of college, I had the same professor in both semesters. I was able to bond with him and he helped mold me into a responsible citizen. He taught me the importance of philosophy. My professor also taught me not only the importance of philosophy, but also how to write well. He was very formative in how I will incorporate philosophy into the history that I will teach, whether it be World history, U.S. history, geography, or even economics.

At the social dance club held on the University of Mary campus, I danced with a random girl who was a freshman. While dancing, we talked about the value of going on field trips to historical sites. We concluded that going to the places was extremely valuable because it would create a connection with the site. By creating a connection with a place, the different historical events that happened wherever you went becomes more memorable.

## Synthesis of Curriculum, Instruction, and Assessment

While these are just a few examples of people being a living voice to me, because of the love and reverence that they have taught and educated me, they have been valuable to me. I have never had one person that has always been the one who has been that mentor or role model for me because I never want to limit myself to just one mentor. To me, if I limit myself to just one mentor then I cannot continue to better myself.



### Appendix B

Name: Sam Razink

Favorite Song: Drift Away by Dobie Gray

Favorite Cereal: Pops

Amount of Siblings: 2

Love to Travel to: Rome

### Appendix C

#### Conduct

##### 1. Enter the Room Quietly

When you enter the room, please quiet yourself and do the bellringer on the board. This is so that others who are not done with the bellringer may have the quiet that they deserve.

##### 2. Be Respectful of Others and Their Property

In order to give your peers, and yourself, the education that they deserve, please be respectful of them. Do not bother your fellow students if they are working or be a distraction to the class during lecture and work time.



Others property is not yours, and yours is not theirs.  
Therefore please be respectful of this fact.

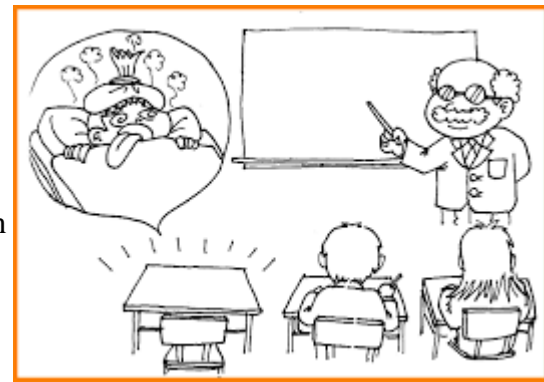
**3. I dismiss you from class, not the bell**

When the bell rings at the end of class, I will dismiss you.  
This is so that I can give you last instructions or  
finish my thought before you leave for the day.



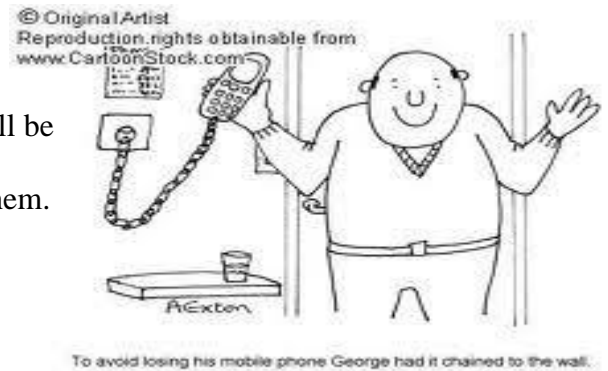
**4. You are Responsible to Figure out What You Missed**

If you miss a day, it is up to you to either ask a classmate,  
or myself, what you missed. If there was an assignment given  
out, it will be in the extra homework box.



**5. Electronic devices will be put away unless I let you know otherwise**

To avoid being a distraction, all electronic devices will be  
tucked away unless I let you know that you can use them.



Academic

1. Do Not Plagiarize

It is of the utmost importance that we give credit where credit is due.

Plagiarism is stealing and as we all know, stealing is bad. If you are

caught plagiarizing, you will get a zero on the assignment.



2. Do Your Best

When you do not give your full effort on an assignment,

you are cheating yourself. By not giving it your all, you

cheat yourself by not challenging yourself.

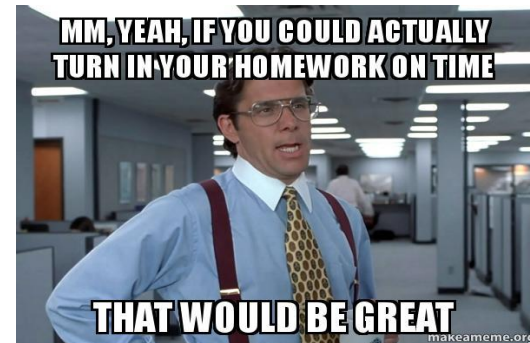


3. Turn in on Time

Assignments that are late will only be given partial credit.

To have the chance to get full credit on an assignment, you

must turn it in on time.



4. In the case of a prearranged absence, you will turn homework in after you get back

In order to give you, the student, the most time to complete

a(n) assignment(s) that you will not be in class for due to a

prearranged absence, homework will be due once you return.



5. All Grades are Final

The grade on an assignment is final. This means that there will be no arguing with the teacher about why an answer should be correct.



Appendix D

Understanding Common Core and the clearing of misconceptions

Sam Razink

University Of Mary

I come from Minnesota and Minnesota is one of the couple states that has not been accepted. I have had no experience with Common Core. Due to this lack of experience, I have little knowledge of what is Common Core. Most of what I think about common core is based on of what I have heard from others and is based on very little reason. These preconceptions have lead me to have a dislike for common core. The common core website has been helpful in correcting many of these misconceptions. The website has been helpful in not only correcting my preconceived notions of common core, but also help others with their misconceptions.

Something that I had previously thought is that the standards were created from people in government offices. I also thought that the people made the standards just looked at reports to determine what the standards should be. From looking at the Common Core website, I learned that teachers and experts were the ones who collaborated and created the standards that now most of America follows. I also learned that Common core focuses on the critical thinking, problem solving, and analytical skills of students. Something else that I found interesting is that four American territories have also adopted common core.

On the Common Core website, there is a Reading the Standards tab. This tab discusses the information on the generals of the standards. A point that I found to be interesting is that

kindergarten to eighth grade there are grade by grade standards for English Arts, Literacy, and Mathematics. This I find interesting that they do not include social studies within these grade by grade standards. From ninth grade onward, the standards are grouped together by grades. So ninth and tenth grade are grouped together and then eleventh and twelfth are grouped together. The fact that grade by grade standards are dropped at the end of eighth grade is interesting because I think that it would be better for every grade to have its own standards. As the Common Core Website states, “standards provide clear signposts along the way to the goal of college and career readiness for all students”. I think that each grade having its own standards would allow for greater measurement of academic progress and proficiency. According to Common Core’s website, the standards draw from the most important international models. What I find interesting with this bit of information, that besides research and input from numerous sources, the Common Core standards draw from models outside of America. Some of the numerous sources also involve top performing countries so that students may be prepared a more global experience.

The development process of the Common Core standards was initiated by state leaders. Previously I had thought that the federal government had begun the developmental process of the Common Core standards. However, I find it interesting that state leaders were the one’s who decided that there needed to be a change in state’s standards. I had thought before that the standards were done grade by grade, and then grade grouping for the high school grades, but the standards were actually split into two categories. The two categories were college and career readiness standards and then kindergarten through twelfth grade standards. According to the development tab on the Common Core, the public helped shape the Common Core standards. I find this to be interesting because this is never brought up when Common Core is discussed. I

believe that the public input was important because it allowed for parents, who are not connected to education or content in the same way as teachers and experts, to give insight on how school work is in the home. The Common Core standards were adopted by either state school boards or by the state superintendent of education, governor, or state legislature. Which is good to know since it is not stated in general discussion of common core.

Appendix E

<b>Grade: 11</b>		<b>Subject: History</b>	
<b>Materials: Handouts of Primary and Secondary Sources. Handouts of the differences between Primary and Secondary Sources</b>		<b>Technology Needed: Power point</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.		<b>Differentiation</b> <b>Below Proficiency: Talk with after class and make sure they're in groups with those who are above proficiency</b>  <b>Above Proficiency: Give them tougher sources to decide whether they are primary or secondary</b>  <b>Approaching/Emerging Proficiency: give them primary and secondary sources that are not easily identified, but are not extremely difficult</b>  <b>Modalities/Learning Preferences: Allow students to work in groups or by themselves</b>	
<b>Objective(s)</b> Students provide an insightful interpretation and evaluation of documents to enhance the understanding of social studies content  <b>Bloom's Taxonomy Cognitive Level: Evaluate</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  <b>Proper indoor voice volume, have talking remain on the source that is given.</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students who are near each other(groups of four)-no need for students to move around and have chaos.			
<b>Minutes</b>	<b>Procedures</b>		
3	<b>Set-up/Prep: Handout primary and secondary sources. Handout as well the differences between Primary and Secondary sources and how to identify them.</b>		
7	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <b>Show them a clip of a mockumentary</b>		

<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> What a primary source is, what a secondary source is, the difference between the two, and how to interpret primary and secondary sources.(The sources will be over historical events that we have already gone over)
<b>20</b>	<b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Split students into groups and task the groups with determining whether documents are Primary or Secondary. Make this into a competition/game. Whoever wins will get a couple points of extra credit on the upcoming test. Then I will bring the class back together to discuss their interpretations of the sources(the importance of the sources)
<b>7</b>	<b>Review (wrap up and transition to next activity):</b> Go over the differences between Primary and Secondary sources. Discuss the importance of being able to interpret the difference. Also why it is important to evaluate and interpret primary and secondary sources.
<p><b>Formative Assessment: (linked to objectives)</b>                      Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p><b>Consideration for Back-up Plan: Go to the library and find primary and secondary sources.</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>                      End of lesson: Give each student two primary and secondary sources. Then have each student figure out which one's are primary and which ones are secondary.                      If applicable- overall unit, chapter, concept, etc.:</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

Appendix F

<b>Grade: 11</b>	<b>Subject: History</b>				
<b>Materials: Ipads</b>	<b>Technology Needed: Ipads</b>				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling                 </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                      Explain:                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b>                  Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)</p>	<p><b>Differentiation</b>                  Below Proficiency: Team them up with those who are above proficiency. Give them a list of battles to make a film. Battle of the Somme.</p>				
<p><b>Objective(s)</b></p>	<p>Above Proficiency: Team them up with those who are below proficiency.</p>				



<p><b>Students will be able to accurately recreate and film a battle from world war 1.</b>  <b>Bloom’s Taxonomy Cognitive Level: Create</b></p>		<p><b>Approaching/Emerging Proficiency: Mix them with above and below proficiency.</b></p> <p><b>Modalities/Learning Preferences: This allows students to write down information in a script, to see the battles, and to be active in the battles.</b></p>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  <b>I will group students so that there is a mix of all of the proficiencies.</b></p>		<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  <b>To research quietly and to film outside of class if need be.</b></p>
<b>Minutes</b>	<b>Procedures</b>	
2	<p><b>Set-up/Prep:</b>  <b>Pull up my movie</b></p>	
5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p><b>Show a film that I made with other high school teachers</b></p>	
7	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p><b>Explain to the students what I expect and answer any questions that arise.</b></p>	
33	<p><b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>  <b>Students can research and/or film during this time.</b></p>	
3	<p><b>Review (wrap up and transition to next activity):</b></p> <p><b>Discuss any questions that students have and see how everything is coming along.</b></p>	
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b></p> <p><b>Check in on groups and see the progress that they are making.</b></p> <p><b>Consideration for Back-up Plan:</b></p> <p><b>Have the students research battles and just act them out in front of the class.</b></p>		<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b>  <b>See the students films</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>		

Standard: Social Studies 8.2.7, Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)

1. Getting Interest and Attention
  - a. Have you ever gotten angry when you were told what to do and you didn't want to do it?
2. Diagnosing and checking
  - a. What are some of the reasons why the south seceded from the union? (knowledge)
3. Recalling specific facts or information
  - a. Who was the leader of the North and South during the Civil War?
4. Managing
  - a. Are there any questions about the causes of the Civil War?
5. Encouraging higher-level thought processes
  - a. Why did the differences in Northern and Southern economies help lead to the Civil War? (Analyze)
6. Structuring and redirecting
  - a. Can you show how the Civil War affects you today? (Evaluate)
7. Allowing expression of affect
  - a. Collaborating with one peer, what are questions that you both have about the Civil War? (Create)

Appendix H

<b>Grade: 11</b>	<b>Subject: History</b>				
<b>Materials: Handouts of Primary and Secondary Sources. Handouts of the differences between Primary and Secondary Sources</b>	<b>Technology Needed: Power point</b>				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling                 </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                      Explain:                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b>                      Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency: Talk with after class and make sure they're in groups with those who are above proficiency</b></p> <p><b>Above Proficiency: Give them tougher sources to decide whether they are primary or secondary</b></p> <p><b>Approaching/Emerging Proficiency: give them primary and secondary sources that are not easily identified, but are not extremely difficult</b></p>				
<p><b>Objective(s)</b>                      Students provide an insightful interpretation and evaluation of documents to enhance the understanding of social studies content</p> <p><b>Bloom's Taxonomy Cognitive Level: Evaluate</b></p>					

	<b>Modalities/Learning Preferences: Allow students to work in groups or by themselves</b>
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students who are near each other(groups of four)-no need for students to move around and have chaos.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Proper indoor voice volume, have talking remain on the source that is given.
<b>Minutes</b>	<b>Procedures</b>
3	<b>Set-up/Prep: Handout primary and secondary sources. Handout as well the differences between Primary and Secondary sources and how to identify them.</b>
7	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Show them a clip of a mockumentary. Ask them if this is primary or secondary(This tests the student’s knowledge)
10	<b>Explain: (concepts, procedures, vocabulary, etc.) What a primary source is, what a secondary source is, the difference between the two, and how to interpret primary and secondary sources.(The sources will be over historical events that we have already gone over)</b>
20	<b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Split students into groups and task the groups with determining whether documents are Primary or Secondary. Make this into a competition/game. Whoever wins will get a couple points of extra credit on the upcoming test. Then I will bring the class back together to discuss their interpretations of the sources(the importance of the sources)
7	<b>Review (wrap up and transition to next activity): Go over the differences between Primary and Secondary sources. Discuss the importance of being able to interpret the difference. Also why it is important to evaluate and interpret primary and secondary sources.</b>
<b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.  <b>Consideration for Back-up Plan: Go to the library and find primary and secondary sources.</b>	<b>Summative Assessment (linked back to objectives)</b> End of lesson: Give each student two primary and secondary sources. Then have each student figure out which one’s are primary and which ones are secondary. If applicable- overall unit, chapter, concept, etc.:
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	

Appendix I

<b>Grade: 11</b>	<b>Subject: History</b>
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<p><b>Materials: Handouts of Primary and Secondary Sources. Handouts of the differences between Primary and Secondary Sources</b></p>		<p><b>Technology Needed: Power point</b></p>	
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul>		<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list) Explain:</li> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul>	
<p><b>Standard(s)</b> Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.</p>		<p><b>Differentiation</b> <b>Below Proficiency: Talk with after class and make sure they're in groups with those who are above proficiency</b></p> <p><b>Above Proficiency: Give them tougher sources to decide whether they are primary or secondary</b></p> <p><b>Approaching/Emerging Proficiency: give them primary and secondary sources that are not easily identified, but are not extremely difficult</b></p> <p><b>Modalities/Learning Preferences: Allow students to work in groups or by themselves</b></p>	
<p><b>Objective(s)</b> Students provide an insightful interpretation and evaluation of documents to enhance the understanding of social studies content</p> <p><b>Bloom's Taxonomy Cognitive Level: Evaluate</b></p>			
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students who are near each other(groups of four)-no need for students to move around and have chaos.</p>		<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p>	
<b>Minutes</b>	<b>Procedures</b>		
3	<p><b>Set-up/Prep: Handout a sheet that details the differences between Primary and Secondary sources and how to identify them.</b></p>		
7	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Ask questions such as</li> <li>• If you were a police officer, would you believe the story of someone who saw the crime or someone who was not there?</li> <li>• Why are stories told right as an event is happening or just happen?</li> </ul>		
3	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• I will explain to the students what it is that I want them to do</li> </ul>		
30	<p><b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Have each student research what a primary and secondary source is and then find one primary and one secondary source. Then go through each source and see what is fact and what is opinion/fiction. Then have students share with their table partner what they found.</li> </ul>		
7	<p><b>Review (wrap up and transition to next activity):</b></p>		

	<ul style="list-style-type: none"> <li>• <b>Go over the differences between Primary and Secondary sources. Discuss the importance of being able to interpret the difference. Also why it is important to evaluate and interpret primary and secondary sources.</b></li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b></p> <p><b>Consideration for Back-up Plan: Go to the library and find primary and secondary sources.</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson: Give each student two primary and secondary sources. Then have each student figure out which one's are primary and which ones are secondary. If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

### Appendix J

The performance assessment that I want to do is a mock debate. The plan is to have a question such as Should the Chinese Empire kick out the Buddhists out of the country in 845. I would split the class into three groups. One group would be pro-kicking the Buddhists out of the Chinese empire and then one group is anti-kicking the Buddhists out. The third group will judge the two groups and decide who wins. The group who wins would get extra credit points and this would cause students to strive to bring their best arguments.