

# **Pre-Service Teacher Work Sample**

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## Contextual Factors



Most Sacred Heart School is located at 350 East Fourth Street, in Eureka, MO 63025. The school is part of the St. Louis Archdiocese. The students that attend the school must have parent(s) that are parishioners of the

church. The area from which the students come from varies from housing by the Meramec River that tends to flood yearly to up-scale housing near The Legends Country Club and Hidden Valley Ski Resort. The median household income for Eureka, MO is \$88, 409 (the National average is \$49, 016 and St. Louis County is \$60, 127). The population of 7,676 consists of 97.38 % Caucasian, 0.82 % Asian, 0.57 % African American, 0.2 % American Indian and Alaska Native, and 1.03 % combination of numerous other races. The average household family size is 3.3 people. The first known civilization to live in the area was the Shawnee Indians and Eureka is said to have received its name from the Missouri Pacific Railroad in 1853. The political background of the school is primarily Republican. I know this through discussions over the year with parents of the school and knowing the different ideas in politics that the church itself supports. The area that comprises the school is a residential area with a few condominiums and apartments, but mainly single family communities.

Sacred Heart School has a principal in charge of the school and a pastor who oversees the school's principal and the church. The enrollment consists of 233 students, from Pre-3 to 8<sup>th</sup> grade. Each grade level consists of one class per grade level. Each grade level has a set homeroom teacher for the class. Besides having set schedules for the students with classes such as Mathematics, Language Arts, Social Studies, Vocabulary, and Reading, the students have Spanish, Computer and Physical Education classes weekly. Each of the specialty classes are taken one or two times per week with the basic classes set each day. The day begins at 7:50 a.m. and ends at 2:50 p.m. each day, with the upper grades (5<sup>th</sup> – 8<sup>th</sup> Grades) schedule set with eight class periods per day. The school also has three part-time hired parents and numerous other parents that help in the lower grades (Pre-3, Pre-4, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Grades) as teacher aides. The school also has fundraisers set up that include a trivia night which occurs in early Spring each year and a dinner auction that occurs in mid-December each year. Another program that has community involvement and participation is the 5<sup>th</sup> Grade classes D.A.R.E program with the Eureka Police Department.

The school has ample technology for teachers to use at their discretion. To start, there are thirty-one computers (20 IBM Towers with Flat Screen monitors and 10 other types with basic monitors) in the computer lab, thirty IBM wireless laptop computers with a mobile cart, two computers per classroom linked to a server, a laser printer, and three separate servers. Each server is set to work with a particular set of computers, one for the laptops, one for the computer lab, and one for the classroom computers and each has access to the internet with a firewall. Each classroom has an overhead, World maps (except the 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade rooms). The only problems with the maps are that they are

outdated maps that are approximately 10 years old. The seventh and eighth grade rooms each have a SMART board, these are new to the school for the 2006-2007 school year. The seventh grade room is a Science room and lab setup with lab tables and also a separate setup for classroom desks, while the eighth grade room is a Mathematics room. The final item of the technology is the school website that is updated weekly and daily by the teachers. Each teacher has their own basic web page to display the weeks work and daily homework. Along with this is an online grade book that allows each family access to instant grades of their child.

The school also works with the Rockwood School Districts to help the parents and students of Sacred Heart in advanced learning and also IEP's. The advanced learning is added to the 1<sup>st</sup> through 4<sup>th</sup> grade in a program that allows students who pass a test to go to a Eureka elementary school on day a week. Rockwood's Special Schools Department helps with the administration of Sacred Heart providing IEP testing and recommendations for the student to the parent, administration and faculty of Sacred Heart School.

The seventh grade class that I have for Social Studies is made up of 28 students, 14 boys and 14 girls. I have been associated with the students for the past two years as their Social Studies teacher. Most of the students have regular households with married parents, but there are three sets of students who have only one parent due to either divorce or loss of a parent. The class is taught in the sixth grade classroom at the end of each day as the last period except on Fridays, which is the seventh period or second to last period of the day/week. This year I will be working with the students on various class projects to use their abilities as a class to work together to learn more about what we are learning than just

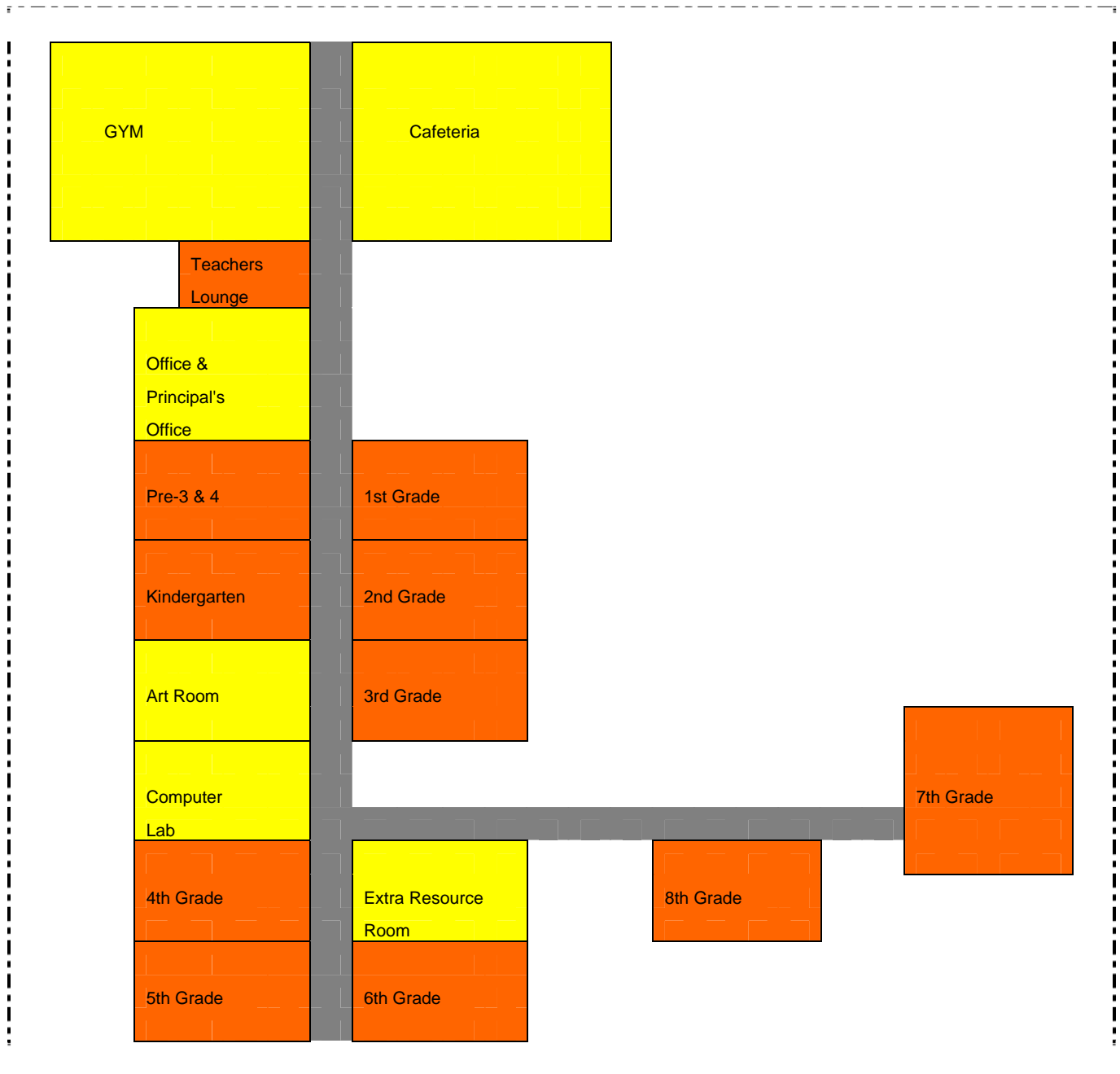
the text and worksheets supplied by the distributor of the text. The technology supplied by the school allows the students access to the internet for Web Quests (several that I have designed myself) and also allows for access to PowerPoint for presentations by the students. When working in group situations I plan on having students mixed to add their own input into the project. For example, one group of four may have a student who is very apt at researching and finding information, one student who understands technology well using PowerPoint, another student with any sort of learning disability or ADHD/ADD and a fourth student who shows a flare for creativity in art. This setting should allow a solid mix of students to create a good positive and beneficial environment for the group. I feel that the peer involvement will help them resolve problems as a group and allow students to have positive reinforcement from other peers.

I will also be watching the progress of four particular students during the classes.

Student A is a very bright student who does not have any behavioral problems but does not try to show-off their abilities to the class. Student B is a student who has lost their parent in the last year and a half and has roller-coaster type grades since the passing of their parent. I would expect to pay close attention to their work in the classroom and also how they are doing with their homework and also have short impromptu conversations with this student about how she is doing personally. Student C is a student who is on medication for her/his ADHD and has behavior problems with being disruptive in class. I will be sure to help this student to recognize when they are becoming distractive to the class in a positive manner. Student D is the average student who sits in class and does not bother anyone and does their job, but unless asked for response you would not know was in the class. I expect to

have ups and downs during this time student teaching in the class but I am going in with a positive attitude that I will help the students of Sacred Heart School in the long run.

The school setup is shown below.



## Learning Goals

The learning goals for this particular chapter will be:

1. To know by site the thirteen original English colonies of the United States.
2. To know the particular people/peoples who established the thirteen original English colonies of the United States.
3. To know the geography and economics of each of the three main areas of the thirteen original English colonies of the United States.
4. To know the rationale for establishing each of the thirteen original English colonies of the United States.
5. To show how the colonies started forming into a nation from individual colonies.

I will implicate different teaching processes for the students to learn the above learning goals. For #1 above the students will be given a map worksheet to fill in the particular colony as we learn about them from the textbook. The students will be given a worksheet that will supply each of the thirteen colonies. To complete #2 above the students will fill in this worksheet with the year the colony was founded and by whom the colony was founded. The students will be given outlines to be completed as we work on notes for the chapter, inside of these outlines for each section are questions that apply to #3, #4 and #5 above. The types and level of learning will be cognitive, visual and auditory as we work together as a whole class, in small group settings and in individual learning formats. As a whole for this particular chapter the students will use tactile, visual and kinesthetic learning processes.



Learning Goals #1 and #2 : These are appropriate for the students in developing a way for the students to learn about geography and history from a specific time and place format. This process will expose the students to the maps and reference material inside the textbook such as maps and illustrations and also maps inside the classroom.

Learning Goals #3, #4, and #5: These are appropriate for the students in developing students' abilities of understanding key parts of information in several different formats. The tactile learning process used will help the students learn how to pull the information from the classroom discussions, short teacher lectures, and independent and group readings of the specific topics. Another resource that will be used for the learning process is technology from the internet resources that will be supplied to the students to complete a specific project dealing with the thirteen original English colonies.

*School Curriculum, State and National Standards*

School Curriculum:

The following school curriculum goals for Social Studies are met by Learning Goals 1, 2, 3, 4, and 5:

- Colonialism, colonial life, and the revolution
- Research a topic using various sources
- Mapmaking
- Regions of the United States

### State Standards:

The following state standards in Social Studies are met by Learning Goals 1, 2, 3, 4, and 5:

- Relationships of Individual Groups to Institutions and Traditions: knowledge of relationships of the individual and groups to institutions and cultural traditions.
- Tools of Social Science Inquiry: using primary and secondary sources; using maps, graphs, statistics, timelines, charts and diagrams; creating maps and graphs; using technological tools; supporting a point of view
- Principles and Processes of Governance Systems:
  - Economic Concepts and Principles: inflation; profit and profit motive; investment; productivity; interpreting the past, explaining the present and predicting the future of economic decisions; understanding various types of taxes and their purposes
- Elements of Geographical Study and Analysis: geographic research sources; use of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems- locations; place; relationships within places; human systems; human-environment interactions; relationships between and among places; regions; uses of geography

### National Standards:

The following National Council for the Social Studies Standards are met by Learning Goals 1, 2, 3, 4, and 5:

- I Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity

- II Time, Continuity, and Change: Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time
- III People, Places, and Environments: Social Studies programs should include experiences that provide for the study of people, places, and environments
- IV Individual Development and Identity: Social Studies programs should include experiences that provide for the study of individual development and identity
- VI Power, Authority, and Governance: Social Studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance
- VII Production, Distribution, and Consumption: Social Studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services
- VIII Science, Technology, and Society: Social Studies programs should include experiences that provide for the study of relationships among science, technology, and society
- IX Global Connections: Social Studies programs should include experiences that provide for the study of global connections and interdependence.
- X Civic Ideals and Practices: Social Studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

## Assessment Plan

The assessment plan for this chapter will be in several facets: classroom quizzes using notes, classroom quizzes without notes, group work using specific worksheets to reinforce learned information, individual student created pamphlets to learn about specific colonies using technology resources from the computer lab such as the computers and the internet, pre-evaluation about the thirteen colonies, final evaluation using a teacher created test.

The thirteen colonies map and the founding fathers chart will be completed as a class/individual pre-assessment, but also used later to be corrected during our study of the chapter. The classroom quizzes are text book created and will be administered during class times with varying points allotted for each question and quiz. Each quiz is normally worth about 14 to 18 points towards the student's grade. The worksheets will be evaluated by the teacher watching the interaction amongst the small group settings and how much input is formulated by each individual student. Another process that will be recognized at this time will be how the students work in the small group setting, such as are they quarrelling amongst each other about the information or the lack of information being given by a particular student. While the individual pamphlets created by the students have a specific rubric and instructional worksheet given to the students for them to follow which allows them to know what needs to be completed for the project.

The adaptations that may need to occur would possibly be for Student C in two areas for this particular chapter:

1. The student may have problems dealing in a social environment when in group

settings. I may need to have this student work alone if she/he does not organize her/himself to work inside the group setting.

2. I will have the student do their own research for the pamphlet at their home.

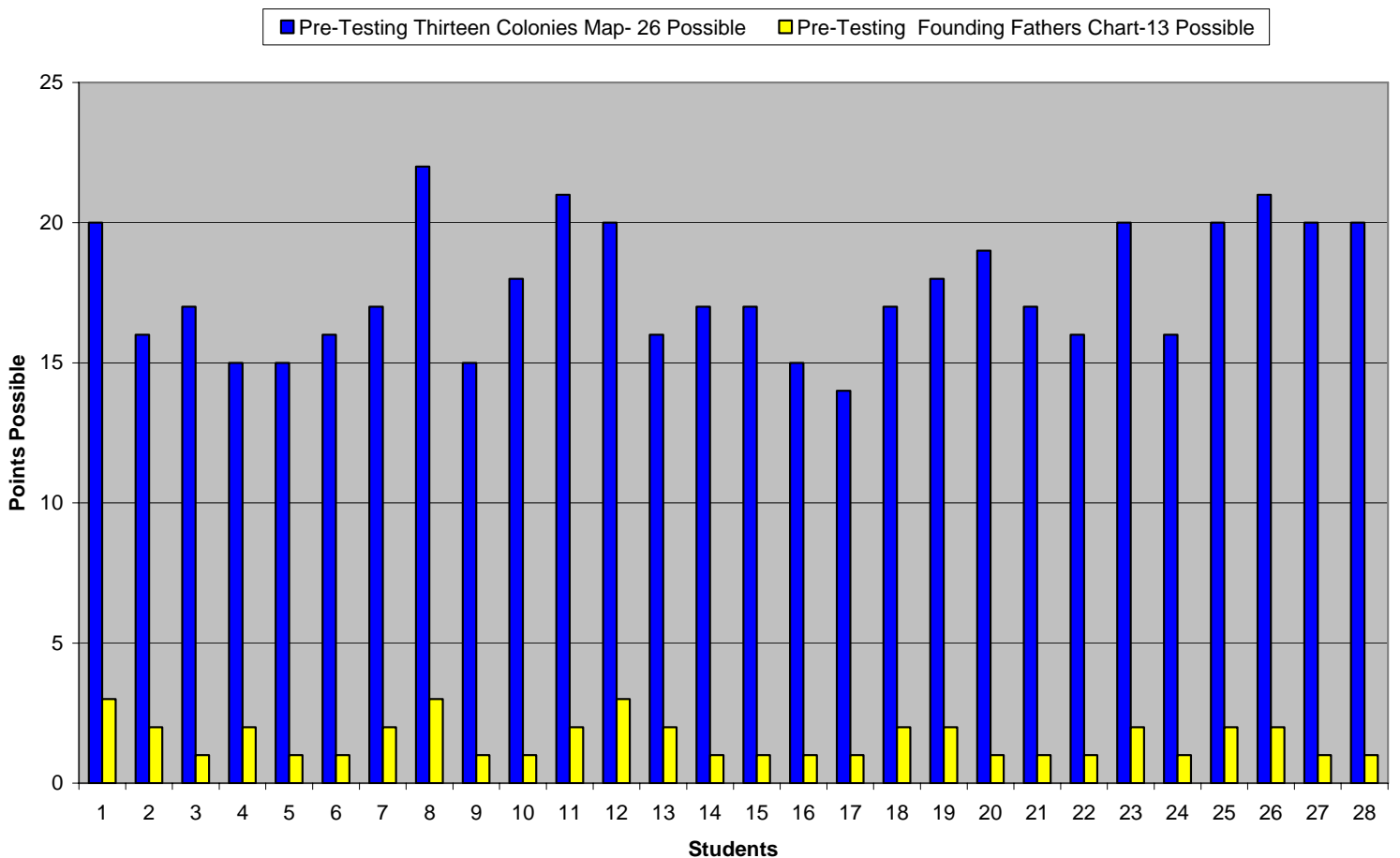
This student is not allowed to use any of the computer technology at this time at Sacred Heart School. I will allow the student to complete this project at home and have the student report back to the teacher each day on their progress at home on the project. While in class though, the student will be working on independent work such as the outlined notes for each section.

## Design for Instruction

### Results of Pre-Assessment:

The students will be given two different worksheets to evaluate previous knowledge over this particular chapter of information. The first of the two will be a map of the thirteen original English colonies (PT1), while the second worksheet will be a chart of the thirteen colonies in which they will need to fill in the dates and founders of each of the thirteen original English colonies (PT2). The students will work on these independently and then the class will use the overhead to correct the two worksheets. After the class corrects these using red pens to write down the correct answers, the teacher will collect and evaluate the worksheets. Below is a chart of the above pre-assessment:

### Pre Testing



The reasoning for the pre-assessment will be to determine the knowledge of the students and what will need to be covered more in depth and what areas needed to just be reviewed and refreshed into the students' memories.

The above pre-assessment results show the knowledge of the students for Learning goals #1 and #2. The information showed me that the students had a very good grasp on the map information for the thirteen original English colonies but the map also showed that the students did not know the three specific areas for each of the original thirteen English colonies: New England Colonies, Middle Colonies, and Southern Colonies. The pre-assessment also showed me that the students knew very minimal about who founded each individual English colony.

**Activities:**

*Thirteen Colonies Individual Pamphlets*

The students will have several ways in which to learn the information to complete the Learning Goals. The first activity is an Individual Colonial Pamphlet of a specific set of colonies to be completed by the students. The students will receive an instructions worksheet to show what is expected to be completed for the project (PS2), a layout worksheet for their rough draft before creating on the computer (PS3 & 4), and a rubric for the project to show them how the grading of the pamphlets will be done by the teacher (PS1). The students will be using the Computer Lab for 7 class periods to complete this project. While in the computer lab the students will save an MSWord document into a specific folder to create their pamphlet. This pamphlet will be like a tour of the colonies showing the following: who was the founder(s), when was it founded, economic benefits

of the geography for the settlers, geographical information, and political/religious ideas of the colony. The following will be used to complete this project: computer lab computers, rough draft, final draft, pen/pencil, text book, and the internet. Assessment will be done on a daily basis with the teacher watching and asking questions as a class and as individuals until the project is completed. The teacher is responsible for keeping the class on track and focused on the project for completion in a timely manner.

#### *Independent Outlined Notes and Section Quizzes*

While the students are working on their Thirteen Colonies Pamphlets during class, their homework on a daily basis will be to complete the outlined notes for each section of the chapter. The teacher will supply the students with the outlines (N1, N2, N3, N4, and N5) and also tell the students daily in class what is expected to be completed each night as homework. To reinforce the homework, the teacher will also put this information on individual teacher's school website for reference for the students. These notes will be discussed in a classroom setting after the completion of the above project. The students will be told exact dates that each section will be discussed. After each daily discussion the students will take either an open or closed notes quiz (Q1, Q2, Q3, Q4, Q5, and Q6). Often the students who do well on the open notes quizzes have accurate and understandable notes. If students do below a "B" on the quiz, I have the student bring their notebook to me and we look to see how he/she could have done better on their notes or how they need help in writing and understanding their notes.



### *Group Worksheets: Connecting with*

The group worksheets are used to slow down the monotony of taking notes and then discussing them as a class. These allow for small groups to form and discuss the worksheets that deal with added information about this time period. I pick the specific groups usually allowing for several different types of set-ups of students, for example a group of four students may consist of the following: a bright student, an average student, a creative student, and a lower level thinking student who may not be having a tougher time on this chapter than normal. I usual keep my grouping set at either three or four students when using these types of worksheets. The grading that is done by myself in this type of group setting is all visual and auditory. I do not collect these particular papers but we do come back together as a class for the last couple minutes for any special information that may have come up during the small group discussions. The students receive points for participation in the groups that do work usually in favor of them on their final grade as a class work type of grade for the particular worksheet. The particular worksheets are as follows:

GW1- Geography: The worksheet explains the building of houses and compares houses built in Massachusetts and North Carolina during this time era.

GW2- Government and Citizenship: The worksheet explains how a town meeting worked during this time era in the New England colonies.

GW3- Economics: The worksheet explains how the colonies used to advertise in England to get people interested in coming to the Americas, more specifically their particular colony.

### *Thirteen Colonies Map(M1) and Founding Fathers Chart (C1)*

Both of these items are given out at the beginning of the chapter on the day following the pre-assessment worksheets. Although they are very similar, the students are asked to keep these ready at any time to add in the specific colony and founder of the colony as we discuss them during the class notes discussions. The students use these to study for the final test.

### *Chapter Review Sheet*

The students receive a copy of the review sheet that has specific terms, people, places and/or events that may be on the final test for the chapter. Also attached on the review sheet are possible essay questions that may show up on the test. Often if the student does a good job on researching (using their notes and text books) the answers for these, they end up studying a lot of not only the key concepts in the chapter but also the terms, people, places and/or events at the top of the review sheet. I use this so they end up double studying without even knowing they are doing it. These are not checked by the teacher. This study aide helps the student prepare for the test. The student will be allowed to use a class period and work together on these helping each other along the way.

### *Chapter Test*

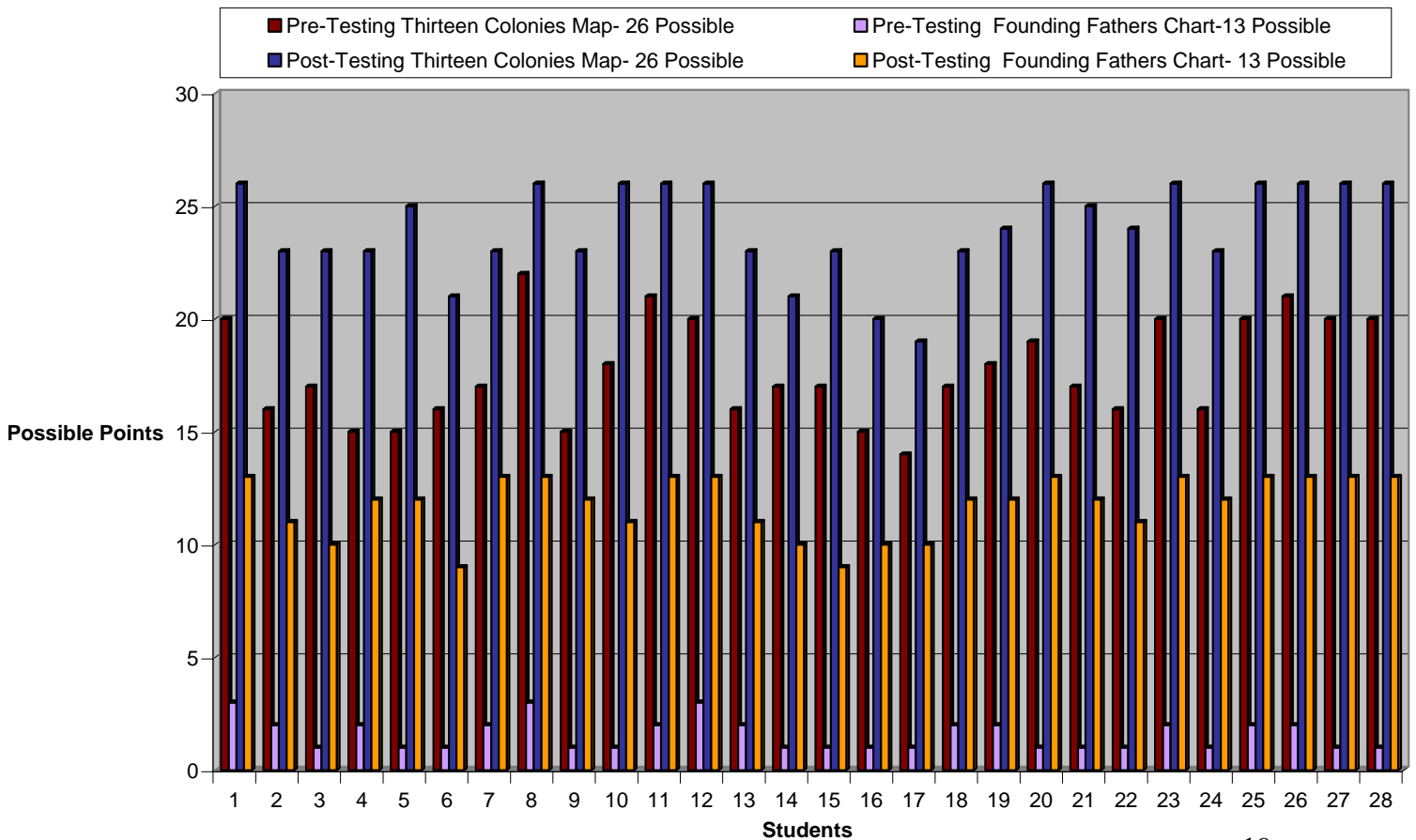
The final part to the chapter will be a test (T1) over the thirteen original English colonies. The test will have matching, multiple choice, a map, two essays, and a bonus section. The test will be put into the grade book as a test grade; this must be done due to the idea of the weighted grade system used at the school. This is part of the curriculum for the school that

has the upper grade classes stressing more on the final testing of the students, and a lesser focus on the daily work and quizzes.

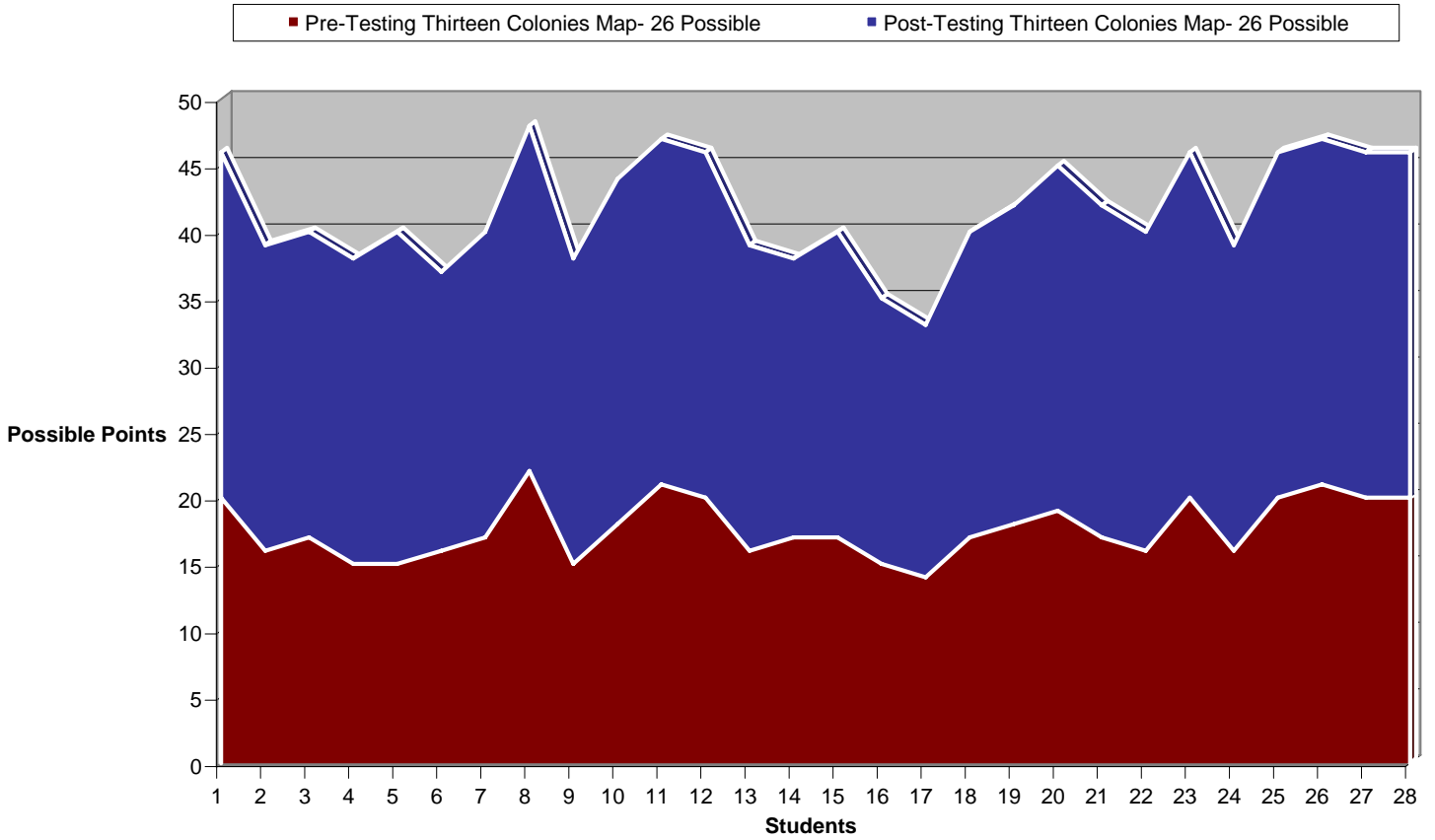
**Results of Post Assessment:**

The post assessment shows the gained knowledge by the class as a whole. I feel that the students worked hard and learned a lot not just by the notes and class/group discussions of the notes, but also by the pamphlets created by the students. The one item that could have been created better to assess their knowledge at the beginning of the chapter would be to include the names of each of the founder(s) of each of the colonies on (PT2). I feel this was way to much to expect the students to remember, but they may have remembered the names and locations if they were presented to them in a word bank set-up. As shown below the students did very well on the final assessment in the category shown although the testing may have been set in a different format for the founding fathers portion of the testing, such as in a matching portion of the final test.

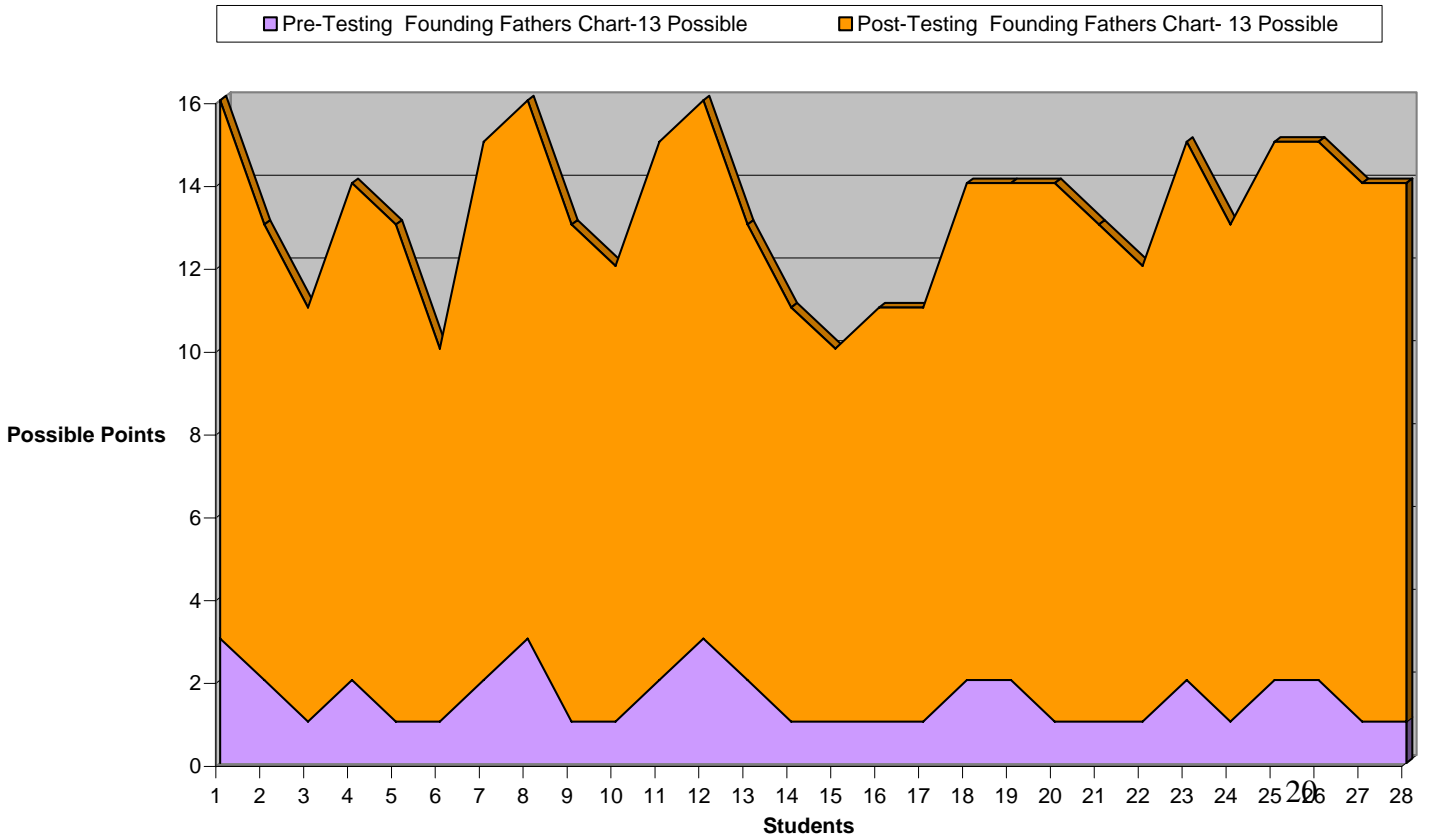
**Pre and Post Testing- Combined Charts**



### Pre and Post Testing- Thirteen English Colonies Map



### Pre and Post Testing- Founding Fathers Chart



The pre and post testing information shown in the previous charts show the overall percentage on the founding fathers chart increased by an overall percentage of almost 90%, but as stated above the students did not have the matching portion in the pre assessment as they did in the post assessment. While the increase was not as strong in the post assessment for the thirteen colonies map (M1), the one point that I did see an increase in the students was the area shown for each of the three specific colonial areas (New England, Middle, and Southern Colonies). I observed this portion of the assessment in the bonus portion of the post assessment.

## Classroom Management

The set up of the classroom in the 6<sup>th</sup> grade classroom is set in rows of four or five students seated one behind the other. I have specifically set the class up in assigned seats with students who were having problems at mid-quarter towards the front and center of the classroom. Although I move around the classroom a lot during the classroom discussions, this setup allows for me to observe these students more easily. It also allows me to have *Student C* in the front of the class to help allow easier and less observable correction of the student by the teacher. I have also set a couple of the more intelligent students (specifically, *Student A*) in the front next to a couple of the students to help them along during class if they have any problems. In the classroom we have many open discussions over the topics at hand, while also meeting in small group discussions. The students have a signal from the teacher to get them back into the seats when the time for group work is completed, while also having another sign for the class to know when they are becoming too loud in their discussions. The non-verbal but physical signal for the students to return to their seats is for the teacher to turn off all the lights for a couple of seconds and then turn them back on. There are two light switches in the classroom which are used to also control the noise level of the class while working in small groups. When the students become too loud as a class, switch off one of the lights and leave it off. If the students continue to be loud I switch off the second one and they must return to their seats. I feel that my non-verbal assessment of the students' behavior is well known by the students, which helps the students often realize themselves when I am not happy with their behavior in class.

Without raising my voice or even speaking, I have non-verbal communication strategies that the students are aware of to control the classroom environment.

In the computer lab, the students sit in assigned seats previously determined by their Computer Class teacher. The same ideas apply in this setting as in the classroom with my nonverbal communication or actions. I feel that consistency is very important when dealing with this age level. Although they need their time for freedom, they also understand the need for this consistency by the teacher.

The school as a whole has very few major discipline problems, such as students fighting or foul language usage. I feel the students at the school are very aware of the consequences of their actions because of the consistency level that is shown by the teachers and administration to major discipline problems that occur. We are encouraged by the principal to email and make phone calls home to parents when there are problems in the classroom such as behavior problems, attention problems or even grade problems. The parent support is very good at the school which also makes the job easier for the teachers and administration of Sacred Heart School.

The basic rules set by the principal for the classroom are:

1. Be consistent in the classroom when it comes to discipline.
2. Three strikes idea: one verbal warning, two talk to the student one on one about the problem during the class, and three send down to the principal if the student persist with the behavior problem.



## **Family Involvement Plan**

The family communication at the school starts with the ability of each parent to view online information for each teacher and each class that their student takes at the school. The school has a set website that allows each teacher to show their daily schedule for each class. Each teacher is directed to update either daily or at the beginning of each week by the teacher, this is a mandate from the principal. For myself I update each week, but sometimes adjust this information during the week (but very rarely). The other item that I always add into my specific website is a separation of the class work for each particular day and also the expected homework for each specific night. The other part of this website is the online grade book that the parents have access to up-to-date grades for their son(s) and/or daughter(s). The advantage of this is that the parents not only can see how their child/children are doing in each class, but it also allows the parents to see how the student is doing in each specific area of the class, for example: test grades, quiz grades, class work, and homework. Each of the mentioned areas have a percentage set to them, so the parents can see what areas their child/children need to work harder in. The other benefit, which we have stressed to us by the administration to use often, is the email ability of the website with each parents email addresses attached to the website. This communication allows for almost instant feedback, while also creating fewer personal phone calls to the parents. One area that I feel that I personally use is dismissal time to speak with parents about the positive or negative affect their child/children are having in the classroom. I feel that parents do not hear enough positive about their children from the

teachers and I try to speak to at least five parents a week when it is my week for dismissal duty for the school.

At the beginning of each year I have a syllabus (PL1) that is handed out to the students for the parents to review with their children, sign and return to the teacher. I also attach a letter of how to help their child during the year in Social Studies (PL2). The student will also receive a letter to be taken home to their parents at the beginning of each chapter showing the topic and instruction for each chapter (PL3).

## **Instructional Decision Making**

### *Situation 1: Thirteen Colonies Map (PT1) and Founding Fathers Chart (PT2)*

The pre assessment for this chapter originally was to be checked by each individual student after each student completed the worksheet, but as I observed the students working on the Founding Fathers Chart they seemed to be struggling to come up with any answers. I knew that if I had them search the chapter for the information it would take too long. I adjusted to just correcting the map as a class using the overhead and allowed the students to make corrections to their papers using red pen so I could know how many correct answers they had when I went through the papers.

### *Situation 2: Thirteen Colonies Map (M1) and Founding Fathers Chart (C1)*

I decided after the pre assessment to hand out new copies of the same items with an adjustment to the chart for the students to complete as we discussed the chapter. The adjustment to the chart (PT2) for chart (C1) was that I took out the dates and had the students write in the years the colony was developed.

### *Situation 3: Thirteen Original English Colonies Pamphlet (PS2)*

Originally I had it set up for each student to complete all thirteen colonies for the project, but realized that this was asking too much of each individual student. I adjusted to having the student do one of the three regional areas of the thirteen original English colonies. I know the students would have done what was expected of them before the change, but unfortunately as teachers we do have time restraints and I already had set aside several class periods for this particular project. I think if I did not have time restraints I could make this chapter into a whole quarter of work for the students without a problem.

### **Analysis of Student Learning**

The students' progression during the chapter was observable by the work done on the pamphlets, their quiz grades that dealt with numerous areas of content from the text book while also involving pre assessment information and their group discussions using the group worksheets (GW1, GW2, and GW3) that the students needed to critical thinking skills to understand and apply previous learned information to. Observing the students during the group worksheets is one of my favorite ways to see if the information discussed during class that is in the text book is being used to understand and formulate their own informed views of the worksheets.

The only real problem that I often have during the group worksheets settings is *Student C* who seems to always test me as a teacher in these settings. As much that I try to keep him involved as a part of the class, I find myself observing this particular student more than maybe necessary and it takes away from my abilities to observe the rest of the class as much as I would prefer to do. Yet, there is always that part inside of me to be sure to treat every student in the same manner, no matter who the student may be.

I observed one set of students during a group worksheet more than others to see if this grouping could come up with some other answers to the questions on the worksheet that would be above the basic answers given to the questions. I specifically set this group of students up based on there higher academic levels. The students discussed the basic answers but when I persuaded them to think beyond the "norm" or even "outside the box" this set of students created very interesting ideas about how the houses were adapted to the

area and even added insight to how modern ideas that could have been used back then could have adapted the housing even better for the area.

### **Reflection and Self-Evaluation**

I feel that the grades shown in the post assessment from the pre assessment show a solid learning from the students in the area tested. The students more than excelled with their set up, information and organization of their Thirteen Original English Colonies Pamphlets. I printed these out for them using my own printer for them to see the color and set up of their project. Although each of the students printed their own copies using the school black and white printer, they seemed to really enjoy seeing their completed projects in color and not written all over by the teacher when I corrected errors when grading.

I feel the set up of allowing the students the time to work on their outlined notes at home while using class time to complete their pamphlets showed confidence by me in them to complete their notes independently rather than taking class time to complete them. The students overall showed me that they can be trusted to complete their notes in this format allowing for future projects to be completed in this manner, which also allows for more learning about the subject outside of what is inside the text book. I often tell the students that the text book is just a mere sample of what we will learn about the particular subject at hand.

A specialized service that would have helped for the students during a specific lesson would have been the ability of the students to have access to sound in the computer lab during the Middle Passage Journals. There are specific websites and a documentary that could have been used to add to the significance of this particular lesson. The students had many questions pertaining to the lives of the slaves on the slave ships that would have been easily answered by the specific information. The only way I could help them was to

give them the websites for them to use on their own computers at home. Several of the students did do this and it showed in their work on their journals.

The development of the lesson plans for this class followed the instructional goals stated in the Sacred Heart School curriculum as created by the school. The state goals were met by including numerous different state standards in various formats to the curriculum and daily lessons. The national standards were also met as explained in each typed lesson plan. The national social studies strands were met in the classroom instruction and lesson plans and assignments completed by the students. Samples of the works show how the above goals from the school, state and national levels were met by the students.

## Appendix

PT1	Thirteen Colonies Map
PT2	Founding Fathers Chart
Q1	Section 1 Quiz
Q2	Section 2 Quiz
Q3	Section 3 Quiz
Q4	Section 4 Quiz
Q5	Section 5 Quiz
Q6	Chapter Vocabulary Quiz
M1	Thirteen Colonies Map
C1	Founding Fathers Chart
N1	Outline for Section 1 Notes
N2	Outline for Section 2 Notes
N3	Outline for Section 3 Notes
N4	Outline for Section 4 Notes
N5	Outline for Section 5 Notes
GW1	Group Worksheet: Connecting with Geography
GW2	Group Worksheet: Connecting with Government and Citizenship
GW3	Group Worksheet: Connecting with Economics
PS1	Thirteen Colonies Pamphlet- Rubric
PS2	Thirteen Colonies Pamphlet- Students Instructions Sheet
PS3/4	Thirteen Colonies Pamphlet- Rough Draft Set-up



PS Samples	Student Samples
R1	Chapter Review Sheet
T1	Chapter Test
PL1	7 <sup>th</sup> Grade Social Studies Syllabus
PL2	Parent Letter for Social Studies
PL3	Parent Letter for Chapter