

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

Step 1: Academic Content Selection and Learning about Students

Directions:

An important step in planning instruction is to learn about your students. Select one class, one content area, and the state-adopted academic content standards or state-adopted framework (if your single subject content area does not have content standards) for this task. Respond to the questions below about this class, unit of study, and how you learn about the students.

A. Academic Content Selection

Grade Level: High School _____

Content Area: History-Social Science _____

Subject Matter: World History and Geography

1. List the state-adopted academic content standards or state-adopted framework that you will cover for this unit of study.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

2. Describe the unit of study that addresses those standards.

In this unit of study students will demonstrate their understanding of how WWI ended and produced a post-war world. Students will research and analyze the influence the American government had in Europe and recognize its significance for years to come. Students will learn how a post-war world shifts population, geographical borders, political thought, social reforms and intellectual life.

3. What is (are) the academic learning goal(s) for this unit of study?

At the end of this unit of study students will be able to:

- Analyze the roles of world leaders in establishing peace and functioning post-war countries.

- Read and interpret Wilson’s Fourteen Points and examine its influence in a post-war world.
- Understand how post-war changes and peace treaties shifted population and geographical and political borders.
- Identify the possible outcomes of post-war Europe that lead to the rise of totalitarian governments.
- Understand the significance of the intellectual movements that lead to a rich literature and art culture.

Class Information

Age range of students: 14-16 years old Number of male students: 19 _____

Total number of students: 32 _____ Number of female students: 13 _____

B. Student Characteristics

Linguistic Background

1. What information that may influence instruction do you want to learn about your students?

In order to create successful and effective lesson plans I want to learn a great deal about my student’s linguistic background. First, I want to learn if I have any students designated as English Learners and if so what level they are categorized as. This piece of information will help me better understand their ability to socially and academically interact with their peers. Second, I want to learn about my student’s literacy skills. This piece of knowledge is not specific to ELL students. Acknowledging the different level of literacy skills within a classroom not only increases student success but also allows teachers to proactively design lesson plans to cater to all students. The third piece of information I want to learn about my students centers around the student’s home life. Do students speak English at home? What is the level of English language literacy of their parents? Determining this type of language information about student’s home life that will help guide homework assignments and the supplemental materials distributed to students. The fourth piece of information I want to learn is their cultural values and their academic successes in their home country. Learning this information helps understand student’s academic ambitions.

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

In order to learn about my students linguistic backgrounds I will do two main things. First, I will invite students and parents in for a private parent, student teacher conference. Depending on the students language origin I will provide a translator to help all of us successfully communicate. In this meeting I will learn about the student’s academic backgrounds, cultural values and home life. In addition, I will allow the student to tell me about their interests in school and outside of school. Does the student like History? What activities outside of class engage the student? This meeting will be very casual and comfortable to ensure all parties feel welcome. I have chosen to use a private meeting to determine this information to ensure that the students and parents alike understand I am

invested in helping them achieve academic success despite possible language barriers. In addition, a private meeting allows me to not have to generalize instruction or questions to the student. Forcing myself to take the time to learn about my students cultural, linguistic and academic backgrounds will enable me to create stronger differentiated instruction. The second thing I will do is administer benchmark tests to students at the beginning of the school year. Benchmark testing will be used to help determine student’s literacy skills in the Social Science content area. Can students effectively read the textbook or primary sources? Can students communicate orally in front of the class? Can students effectively write answers to questions, applying what they have learned?

3. How will you use this information in planning academic instruction in your selected content area?

I will use the information acquired about my students to plan academic instruction by strategically integrating differentiated assignments and supplemental materials into daily lesson plans. Developing differentiated instruction is key to achieving academic success for all students. I will focus on integrating this information into curriculum in three main ways. First, I will create and implement the supplemental materials necessary to aid vocabulary development and content comprehension. These supplemental materials will come in the form of translated texts, graphic organizers and diagrams to help students create nonlinguistic representations of textual material. History classes rely on a great deal of textual information, both primary and secondary sources. Supporting students with varying linguistic backgrounds increases their chances of not only achieving content comprehension but also language development. The second way I will integrate this new information is through strategic cooperative learning. Developing an understanding of how students communicate and learn new material will support me in creating effective grouping exercises and small group compositions. Cooperative learning assists students with different linguistic backgrounds by providing them with peer support and an ally in completing differentiated assignments and projects. The third thing I will do is integrate assignments as a blend of whole group, small flexible groups and individualized instruction. Applying all levels of instruction breaks of the monotony of instruction and keeps students engaged. In addition, it allows the teacher to better track students content comprehension and language development using a variety of instructional tools.

Academic Language Abilities, Content Knowledge, and Skills

1. What information that may influence instruction do you want to learn about your students?

Student’s academic language abilities, content knowledge and skills are key factors in student’s academic success. In order to create this success in my classroom I want to learn two main things about my student’s academic language abilities, content knowledge and skills. First, I need to understand how my students read and write using History content. Learning this information will simultaneously tell me about my student’s content knowledge as well as their ability to effectively read and write within the social science content. Learning my student’s ability to decode and understand academic language when answering questions or comprehending text alerts me of the different ways in which I need to support my students. The second aspect of student’s academic language and content background is their ability to make sense of the content, decipher the authors meaning and

activate prior knowledge. Learning this information will set the foundation for upcoming lesson plans and differentiated instruction requirements.

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

In order to determine student's academic language abilities, content knowledge and academic skills I will utilize benchmark testing. These benchmark tests will help determine student's knowledge of basic facts and skills as well as their ability to apply higher level thinking skills. Determining student's academic language abilities, content knowledge and skills through the use of benchmark testing allows students to better prepare for upcoming lesson plans and content instruction. Benchmark testing is effective in determining student's information because it demonstrates how well students have mastered certain skills and individual content standards. This benchmark testing will test student's skills individually as to ensure students are categorized appropriately and all future student's activities are planned accordingly. In order to test for student's academic vocabulary ability I will use results gathered from graphic organizer activities and students responses to written questions. In order to test student's content knowledge and different skills I will use formative assessments that allow me to gather information, track student progress and provide actionable feedback.

3. How will you use this information in planning academic instruction in your selected content area?

I will use the information gathered from the benchmark testing to ensure students acquire the necessary supplemental materials and content foundation before beginning new lesson plans. The benchmark testing will be used as a way to determine student's academic language abilities and skills during a pre-assessment activity. This pre-assessment activity will serve to activate prior knowledge and measure student's abilities simultaneously. In order to determine student's content knowledge, the benchmark testing will be used to ensure students have mastered all learning goals within a contents unit.

Physical, Social, and Emotional Development

1. What information that may influence instruction do you want to learn about your students?

There is a large array of information regarding student's physical, social and emotional development that will influence my instruction. Determining students physical restrictions based on their development is paramount in determining the physical setting of a classroom. Learning this information can eliminate the possibility for many uncomfortable situations as well as determine the execution of active learning strategies in the classroom. Student's social and emotional development can have a large impact on the implementation of classroom discussions, classroom behavior, and the blend of small group, whole class and individualized instruction. Understanding student's social and emotional development will help shape classroom activities and their effectiveness as a whole class. Determining information like student preferences on group activities, assessment, and learning strategies based on their personal development will aid in my compassion towards students and my execution of certain activities in the classroom.

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

I will learn about my student's physical, social and emotional development first and foremost through strict observations. I believe that forcing yourself to pay close attention to student's mannerisms, enthusiasm level, and social interactions with their peers and the subject matter gives me true insight into their personal development. Utilizing these observations, however, does take time so to gather insight at the beginning of the school year I will employ the use of reflective journal writing and an entrance quiz. The entrance quiz will be used to determine students learning strategy and assessment preferences. Determining how students like to learn and be assessed will help gain an awareness on their personal development. Reflective journal writing will be used as a way to gain insight into student's personal feelings. In reflective writing students are given the opportunity to divulge their own opinions and feelings on content lesson plans and new material. I will use their journals to establish a deeper understanding of their emotional background.

3. How will you use this information in planning academic instruction in your selected content area?

Due to the fact that no two students are alike in their physical, social and emotional development all students must be catered to in a manner that is sensitive but still engages them in the subject matter. I will use all my new information to outline academic instruction that helps me constantly change the way I plan instruction, execute instructional strategies and accomplish student activities. I will use the newly acquired information to differentiate instruction to accommodate all student's personal developmental preferences and needs. Integrating this into curriculum is achievable through a blend of whole class, small group and individualized instruction.

Cultural and Health Considerations

1. What information that may influence instruction do you want to learn about your students?

Learning of student's health and cultural considerations is not only necessary when planning instruction but can also be very useful. Learning about student's health considerations, I believe, is a very sensitive subject. Health considerations that would influence my instruction include circumstances that would take the student out of the class for long periods of time. Cultural considerations can also stem from a sensitive nature. However, I view them as a great opportunity to learn. Students with cultural considerations different from the majority of students have a great opportunity to enlighten and educate their peers. In a History class, cultural considerations can be utilized to increase engagement and deepen our understanding of the past. Cultural considerations that would influence my instruction are centered on using what we know about the past and deepening that understanding with different points of view and additional primary source resources.

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

Learning of student's health considerations can be a complex situation. I will learn about my students health concerns if I observe any problems or are given confidential

information. Through student observation I can help protect my students from denial or obliviousness to their symptoms. I will complete these observations in an informal manner but provide my students with the support they require. If through my observations I come across health concerns that stem from a safety concern I will follow my protocol and report any behavioral symptoms I observe. Learning of students health considerations in this way is helpful because it opens my eyes to many other student characteristics. Though cultural considerations can be discovered through observation I will learn the majority of the information I need through a student assignments. In History, we strive to connect content curriculum to our everyday lives. Doing this deepens students understanding and increases their engagement. Using student’s cultural considerations in this way will help engage students in their own cultural identities as well as different cultural viewpoints in connection with the content material.

3. How will you use this information in planning academic instruction in your selected content area?

I will use this student information in planning my academic instruction through careful consideration and student support. Integrating cultural considerations can come in many different forms. One form I wish to take is for students to perform interviews with people within their family or culture about life during WWII. Sharing these interviews with the class helps students understand and experience different points of view while deepening their content comprehension. In order to take the instruction one step further is for students to complete a journal entry chronicling their everyday lives, put it in a time capsule and have future generations open it. In this way students are sharing their cultures, personal experiences and reactions to content material for generations to come.

Interests and Aspirations

1. What information that may influence instruction do you want to learn about your students?

Determining student’s interests and aspirations is important when understanding student educational behavior. The first thing I would want to determine is the path students aspire to take post high school graduation. Determining this information gives abundant insight into student’s educational attitudes and study habits. A student’s own aspirations keeps them engaged and driven. Determining this information and taking an interest helps build a bridge between the student and the learning environment. Understanding students interests helps get a better idea of the type of learner they are and the manner in which they thrive. Additionally, student’s interest help teachers better understand how to engage students in learning new material. Using the methods and mediums that students find interesting helps students stay engaged and enthusiastic about learning.

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

In order to learn about student’s interests and aspirations I will first and foremost simply talk to my students. Engaging students in conversation opens of the lines of communication both about content instruction and personal interests. Also, developing this working relationship with students helps students feel more comfortable with their teacher. In order

to ensure that I understand all students interests and aspirations I will have students fill out a student profile at the beginning of the school year. This student profile will give students an opportunity to share interests, future plans both with myself and their peers in the classroom. This basic format will serve as the foundation for student conversations and an understanding of how and in what environments students thrive.

3. How will you use this information in planning academic instruction in your selected content area?

In order to support student's interests and aspirations, I will use this information to ensure all lesson plans support content comprehension and real world skills. Integrating real world applications into student activities not only broadens the scope of lesson plan assignments but it engages students at a higher rate. I will use real world applications in the form of technology, collaborative work, and creativity. In addition, integrating activities in lesson plan assignments that mirror tasks of real world careers not only gives students a portrayal of jobs but also personal experiences. Helping students understand that content comprehension can happen simultaneously with real world application helps students want to learn more.

Step 2: Learning about Two Focus Students

Directions:

Select two focus students from the class you identified in Step 1. Select one student who is an English learner and one student who presents a different instructional challenge. Use some of the methods you described in Step 1 to learn about these two students. Consider your selected content area and subject matter when describing what you learned about the two focus students. Complete the section below. In each box below include:

- *a description of what you learned about each of the students*
- *an explanation of how the information will influence your academic instructional planning.*

Note: *Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.*

Student 1: An English learner

Gender: Male _____

Age: 16 _____

1. Why did you select this student?

I have selected this particular student because they have presented me with instructional challenges. This particular student has been categorized as an ELD 1: Beginning and is enrolled in this World History class for the second time. Focusing on this student will ensure that the student not only raises his level of language development but also content

comprehension. In addition, focusing on this student will ensure that my lesson plans caters to all levels of student engagement, language development and knowledge level.

2. What did you learn about this student’s linguistic background?

As an English Learner I have learned a lot about this student’s linguistic background. First, I have learned about this student’s ELD classification. Understanding this student’s ELD classification helps me determine appropriate student activities and supplemental materials. I have learned from the school’s database that the student is classified as an ELD Beginner. The second linguistic characteristic is their vocabulary development in terms of his social interactions with his English speaking peers. I have learned that this student cannot effectively communicate past introducing their name and simple pleasantries. This piece of information provides a foundation for any possible group projects or whole class discussions. The third linguistic characteristic I have learned is the student’s educational accomplishments in their home country. Understanding this information helps determine the student’s educational capabilities in their own language, their aspirations and the educational strengths and weaknesses. Based on information provided by the student’s previous school the student has achieved above average marks in Math and Science and average marks in Language Arts and History. I did also learn that the student is an excellent tennis player and was voted Team Captain. The final piece of linguistic information I have learned about this student is their family linguistic background. This student’s family also knows very little English and primarily speaks Chinese when at home. The family is attempting to learn English through professional situations but has no desire to enter into a formal English language education. This piece of information helps determine the type of support my student has at home and the language development that occurs outside the classroom.

3. What did you learn about this student’s academic language abilities in relation to this academic content area?

This student’s academic language abilities in relation to History content are low. Due to this student’s inability to effectively read the material provided and understand lectures this student has been unable to successfully acquire any new content material. As this student’s second time in the class he needs to focus on breaking down the material to better acquire language development and content comprehension simultaneously. The literacy skills that History classes demand require this student to spend a great deal of time translating basic sentences and assignments, leaving little time for content retention and effective language development. This student’s favorite and most effective manner in learning History content is through digital media, text representation, charts and graphs. Using materials such as these provides this student with a more visual and mathematical translation to the content material presented.

4. What did you learn about this student’s content knowledge and skills in this subject matter?

Previous to entering my World History class the only other content instruction the student had received in World History came from the year previously in his first attempt at the class. The History class the student experienced in his home country was centered on the History of China. The student, however, exhibits the academic skills necessary to retain information if presented in his home language and determine significance. I gathered this information

both from his previous school and through a translated one on one conversation I facilitated at the beginning of the school year. Understanding this information gives me confidence that the student has the academic ability and desire to learn History content and determine its significance. This information also helps me acquire and implement the supplemental materials necessary for this student to learn the new material and develop his language skills.

5. What did you learn about this student’s physical, social and emotional development relevant to this academic content area?

Learning of this student’s physical, social and emotional development first came through observations. Based on these observations, I can determine that the student has no outward signs of physical development that would hinder his ability to effectively learn the material. However, his social and emotional development impede his acquisition of new material based on limited social and academic interactions with the majority of his peers in the class and his natural shyness that has been a result of his English language capabilities the student. Based on the entrance quiz and a translated version of his reflective journaling, the student is uneasy about communicating with his peers due to his language development. Based on this information, I will ensure that I am strategic about how I plan and execute group and partner activities. This will allow this student to gather the insight gained from group work but also cater to his language barriers.

6. What did you learn about this student’s cultural background, including family and home relevant to this academic content area?

A student’s cultural background is a big influence on their education. This student’s cultural background supports his educational ambitions and professional aspirations. Based on my interactions with the student and the one on one meeting conducted with a translator, this student has the desire and cultural background that supports educational opportunities. His family is well educated and moved to the United States to pursue the father’s career in science. Based on my understanding of the student’s education he thrives in subjects whose make up is centered on numbers and scientific principles. His parents support his educational endeavors but lack the language development support needed to excel in liberal arts subject matters. In order to cater to this student’s cultural background I will ensure that, as a class, we know and understand each other’s cultures. We can support this knowledge through connecting what we know about our cultural backgrounds to what we are currently learning.

7. What did you learn about this student’s special considerations, including health issues relevant to this academic content area?

I have learned that this student does not have any health issues relevant to this academic content area. Based on this I will not alter my instructional plan any.

8. What did you learn about this student’s interests and aspirations relevant to this academic content area?

Student interests and aspirations are vital to truly understanding your student’s. For this student I have learned his educational interests, social interests, educational ambitions and professional aspirations. Outside of school this student really enjoys playing tennis and playing video games. Socially, this student still keeps in contact with his friends in China

and has a bi-lingual girlfriend whom he met outside of school. This student is eager to attend a 4-year college and enter the professional science world like his father. His interests and aspirations are very similar to those of his English speaking peers and, I believe, they would be very capable of forming both social and educational friendships if he could effectively communicate in English. In order to foster such friendships in my class through the content area, I will focus on developing supplemental materials for this student to use in order to foster his language and content development. I believe that shaping this student's language development will enable him to not only better understand the content material but also engage with his peers on a more social level.

9. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities).

Learning about student's core characteristics is vital to ensuring accurate instructional plans. I have discovered that this student focuses a great deal on his math and science development outside of school. He focuses his after school hours to deepening his understanding of his math and science classes. In addition to his studies, this student spends many hours a week playing tennis. This student has chosen not to try out for the tennis team due to his language capabilities but enjoys the sport very much. He has great attendance, stemming from his educational background, and is very respectful to his teachers and his peers. Understanding this information helps me to appreciate the energy he puts into deepening his learning. In addition, understanding this helps me relate to him on a greater level and encourage him to strengthen his language and historical content skills to a deeper level.

Student 2: A Student Who Presents a Different Instructional Challenge

Gender: Male _____

Age: 15 _____

1. Why did you select this student?

I have selected this student because they help me better understand how to educate a student who requires support in so many different avenues. This student was diagnosed with moderate Autism when he was in elementary school. This student is shy in social situations, shies away from educational opportunities, and occasionally experiences behavioral outbursts. Learning how to design instructional strategies for this student will support my knowledge in designing instruction. This student does, however, enjoy reading fiction novels and exhibits moderate level literacy skills.

2. How is the instructional challenge that he or she presents different from that of the other student?

This student's instructional challenges differ from the EL student in four main ways. First, this student lacks the educational aspirations present in the EL student. Attending a 4-year college is not important to this student and he focuses on doing the bare minimum to get by in his classes. Second, the student has an attendance problem. This student is not interested in learning new material and skips class as often as he can to avoid classroom activities.

Third, this student does not excel in any subject matters and his interests are focused on activities that have no influence in school. And fourth, this student exhibits high reading skills necessary to understand content material.

3. What did you learn about this student’s linguistic background?

This student’s linguistic background supports moderate literacy skills and content comprehension. This student can easily communicate with his peers, when he is so inclined, and can recognize moderate level vocabulary. He is capable of decoding words and deciphering texts meanings and content highlights. Understanding his literacy abilities help shape instructional plans that focus on independent assignments centered on reading and deciphering primary and secondary sources. Integrating such assignments into lesson plans will allow this student to engage deeper in the material and exercise his passion for reading. In addition, due to his fiction preference I can choose textual sources that offer storylines in addition to content material. This will help increase engagement for all students.

4. What did you learn about this student’s academic language abilities in relation to this academic content area?

This student’s academic language abilities allow him to recognize moderate level vocabulary and comprehend textual materials. This literacy foundation allows him to develop a deeper understanding of the content material and engage in his reading passion. Developing lesson plans that center on these abilities support content comprehension through text evidence and written responses. This will influence my academic instructional planning through concrete texts that engage, inspire, and inform students in historical content.

5. What did you learn about this student’s content knowledge and skills in this subject matter?

This student’s content knowledge consists of the bare minimum to pass his classes. This student has chosen to not take an interest in extending his learning or acquiring new knowledge with each class. This lack of motivation influences me to integrate activities and assignments that directly cater to his passions and support his personal development. Such activities would come in the form of primary and secondary source analysis. This student’s skills supported by his literacy skills gives him the opportunities to develop a moderate level of content comprehension. In a history class, we focus on what texts and personal accounts can tell us about the past and inspiring this student to recognize that will help increase his content knowledge.

6. What did you learn about this student’s physical, social and emotional development relevant to this academic content area?

Learning of this student’s physical, social and emotional development first came through observations in the classroom and in the school yard. Based on these observations, I can determine that the student has no outward signs of physical development that would hinder his ability to effectively learn the material. The student’s social and emotional development, however, leads me to engage the student in developing stronger relationships with his peers. This student prefers to work independently, eat lunch alone, and limit his social interactions with his peers. Knowing this information encourages me to strategically plan partner and group activities to provide a foundation to engage this student in social and educational

relationships. Helping this students fill any gaps in his social and emotional background through group activities allows him to gain practice in communicating with his peers and understand the benefits of learning from your peers. This will encourage him to ask for help and break out of his mold.

7. What did you learn about this student’s cultural background, including family and home relevant to this academic content area?

This student’s cultural background is very mixed. When asked about his cultural heritage he does not associate with one culture more than the other. This lack of cultural identity opens the door up for him to engage with and sympathize with a variety of cultures. This enables his actions and reflective feelings, through his reflective journal assignments, to be more open-minded. This student’s family background is what I would consider to be very strong. His parents are very engaged in developing his social habits and educational presence. They frequently ask for updates and want him to develop a stronger sense of educational aspirations and accomplishments. Utilizing this family support will allow us to form an educational team to support his educational and social progress. I will integrate this into my instructional plan by creating a formal feedback sheet for the parents and students both to fill out to track progress and recognize accomplishments.

8. What did you learn about this student’s special considerations, including health issues relevant to this academic content area?

As a student with Autism this student is automatically given special considerations. These considerations include extra time to complete formal assessments and additional supplemental materials to complete assignments. Integrating this into curriculum ensures that all materials are thorough, engage students, and effectively explain content material. These considerations are especially important when this student is involved in group or partner assignments. Therefore, any group activities will be strategically planned to accommodate additional time needed and extra materials.

9. What did you learn about this student’s interest and aspirations relevant to this academic content area?

My student’s interest and aspirations in History are very low, as they are in all subject matters. This student makes loud comments when given assignments and presents negative body language and attitudes when given feedback or assignments he is not interested in. In order to combat this in my classroom I will provide the students with engagement activities that force him to participate in learning and engage him in the topics. In addition, utilizing the relationship with his parents to help combat negativity and behavioral problems will allow him to focus on the positive assignments rather than what he does not like to do. Providing him with clear, proactive instructions and private feedback forms helps eliminate opportunities for outbursts due to assignment directions or feedback.

10. Describe other information, relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities).

The other information relevant to History content is the student’s interest in reading. Integrating this into my instructional planning not only caters to the needs of a history class but also caters to his interests and literacy skills. In addition, the student’s frequent truancy

hinders his ability to receive consistent educational instruction which creates holes in his content knowledge and comprehension. This would help me organize a consistent and structured system to cater to students who are absent. This would help students get a greater sense of responsibility when being absent from school.

Step 3: Planning for Academic Instruction for the Whole Class

Directions:

Consider your academic content selection in Step 1 and what would you want the students to learn. As you begin to think about a lesson that falls within the selected unit of study, respond to the questions below about your plan for academic instruction for the whole class.

1. At what point in the sequence of the unit is this lesson? Put an X next to one:

- X ___ At the beginning of the unit of study
___ Between the beginning and the end of the unit of study
___ At the end of the unit of study

2. List the state-adopted academic content standard(s) or state-adopted framework you will address in the lesson.

10.6.1: Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.

3. What is (are) your academic learning goal(s)? What specifically do you expect students to know or be able to do as a result of the lesson?

- At the end of the day students will be able to identify the terms of peace for WWI through the Treaty of Versailles. Students will be able to demonstrate how Woodrow Wilson's Fourteen Point Plan influenced this war ending treaty. In addition, students will be able to recognize the impact of the United States rejection of the League of Nations. Analyze the roles of world leaders in establishing peace and functioning post-war countries. Read and interpret Wilson's Fourteen Points and examine its influence in a post-war world.

4. How is (are) your academic learning goal(s) related to the state-adopted academic content standards or state-adopted framework?

My academic learning goals are directly derived from the state adopted content standards. My academic learning goals focus on breaking up the state-adopted content standards as well as forcing students to apply what they know to think critically.

5. How will the content of the lesson build on what the students already know and are able to do?

The content of the lesson plan builds on student's knowledge of WWI as well as post-war countries. The lesson plan requires students to utilize what they already know about war

devastated regions and the power of political leaders to influence countries outside their own direct impact. This lesson plan will build on student's ability to work in groups to solve problems and help their peers determine the significance of historical events.

6. How will the content of the lesson connect to the content of preceding and subsequent lessons?

The content of the lesson will connect to preceding lessons through a pre-assessment activity. Students will be given an activity to activate prior knowledge based on human, military, environmental, and political costs of WWI. The purpose of this activity is to help students understand how the war ending treaties and world organizations shaped post-war Europe. This lesson plan will also transition into the subsequent lessons by setting the foundation for students to understand how war ending treaties and world organizations shift populations and geographical borders. Learning of Wilson's Fourteen Points and the League of Nations helps students understand how and why populations changed and the political upheaval that was established in the world that followed WWI.

7. What difficulties do you anticipate students could have with the lesson content and why do you think these difficulties might arise?

When anticipating the lesson plan content I foresee two possible challenges for students. First, I anticipate students struggling to find the significance of Wilson's League of Nations proposal in overall world politics. This connection, in particular, is the foundation to the subsequent lesson plans. Student's ability to not only make this connection but recognize its significance demonstrates their ability to think critically. I believe this aspect of the lesson plan will be challenging for students because students often fail to recognize significance in events in History, mostly focusing on memorizing facts. The second challenge I anticipate due to this lesson plan content is students identifying how the different world leaders contributed to improving post war Europe. I foresee this possible challenge for students because the content standards and most history lesson focus on how Wilson's Fourteen Points influenced post war organizations rather than the collaborative efforts of the world leaders. Understanding the collaborative efforts and political arrangements of the different world leaders that occurred during negotiations in order to increase their own countries favors is important in understanding future lesson plans.

8. What evidence will you collect during the lesson or at the end of the lesson that will show the extent to which the students have learned what you intended?

In order to determine if the students achieved the learning goals I would gather four pieces of evidence. The first piece of evidence I would gather is if student's can identify the terms of peace in the Treaty of Versailles. This piece of evidence proves that the students have acquired the content knowledge foundation needed to make connections and identify significance. The second piece of evidence I would gather is whether the students can identify how each of the world leaders contributed to the world ending treaty and post war organizations. When students understand the different roles of the political leaders it helps them better understand how events in the future generated from post war Europe. The third piece of evidence students need to demonstrate is their ability to describe post war Europe and predict possible problems. This critical thinking will help students understand the rise of totalitarian regimes. The fourth and final piece of evidence I would gather is whether

students can recognize the significance of why the United States rejected the League of Nations and its repercussions.

9. Think about how you will sequence your instruction of the academic content to be covered in this lesson. Describe your plan for instruction in the order in which it will be implemented. Address each of the following prompts and provide a rationale for each of your decisions:

Communicating the academic learning goal(s) to the students

| Instruction Plan | Rationale |
|---|---|
| <p>In order to communicate the academic learning goals to the students I will first help students understand what content standard they will be achieving and in what progression it will happen. I will communicate this information and the student’s specific learning goals at the beginning of the whole unit plan and at the beginning of each day’s lesson plan.</p> | <p>Communicating the academic learning goals and content standards to students is important for both students and teachers. It is important for students to understand why we are assigning certain projects and structuring lectures. It is also important for teachers to hold themselves accountable to progressing through the state adopted content standards. The learning goals for this lesson plan are extensive and comprehensive to achieving the overall unit plan. By holding students to a large learner outcome it helps them fully encompass all that they need to achieve when completing the classroom, group and at home activities.</p> |

Instructional strategies

| Instruction Plan | Rationale |
|---|--|
| <p>I will instruct students in the following order...</p> <ol style="list-style-type: none"> 1. After student activity pre-assessment (student activity number 1) introduce the learning goals for the lesson plan. 2. Introduce the topic through a lecture titled “The Close of WWI.” This lecture will be delivered via Power Point. Students will be given note taking sheets in order to guide note taking and the recording of important information. (Student Activity Number 2 to follow). 3. Student will take notes on the points discussed during their peer’s presentations. Students will be guided through their note taking with a note | <p>Instructional strategies within a lesson plan are important to introduce a topic, set the foundation for student activities and provide students with pertinent information about topics within the state adopted content standard. The instructional strategies I have chosen use different mediums to instruct students and are broken up into different components to make assignments more manageable for students. I use Power Point and digital videos to instruct students. Power Point helps students learn important information through text and still photos. Whereas a video tasks students with simultaneously retaining information played in the video and recording notes. Choosing to break up instructional strategies into four components helps students stay engaged</p> |

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| <p>taking sheet.</p> <p>4. After the student presentations the whole class will go over the Paris Peace Conference and the Treaty of Versailles. Information will be presented by a video titled “Paris Peace Conference-1919” provided by YouTube. (Student activity number 3 to follow).</p> | <p>during shorter instructional periods. In addition, it allows students to make connections based on their student activities to topics learned within lecture series.</p> |
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Student activities

| <p>Instruction Plan</p> | <p>Rationale</p> |
|---|--|
| <ol style="list-style-type: none"> 1. Pre-Assessment Activity: Students will be assessed prior to the beginning of the lesson plan by completing a timeline of the WWI events. Students will be asked to fill in the blanks of the annotated timelines in order to determine understanding of the chronology of events. Students will then be given the opportunity to discuss in small groups which events dictated on the timeline they found most influential in determining WWI's fate. 2. Split students into small groups (3-4 students) and assign 1-2 of Wilson's Fourteen Points to identify and analyze. Students will create a presentation for their peers to educate them on the fourteen points and the group's opinion on their addition to his plan to end the war and prevent future World Wars. 3. Hand out Treaty of Versailles to students. Students will be instructed to identify terms of peace and which of Wilson's Fourteen Points was solidified in the Treaty of Versailles. | <p>The student activities I have chosen to integrate into this lesson plan are important in helping students deepen their understanding of topics as well think critically about the state adopted content standards. The first student activity, the pre-assessment activity, helps engage student's prior knowledge and set the foundation for the upcoming lesson plan. The WWI timeline helps students better categorize WWI events and how they led to the war ending treaty. This pre-assessment activity can also be used as a valuable study guide to help students categorize important events in WWI.</p> <p>The second student activity is a group activity that helps student better understand Wilson's Fourteen Points. Having students work collaboratively to master a certain topic, teach it to their peers and provide critical analysis puts the students in the teacher's seat. When students are put in the teacher's seat they are forced to determine important facts and provide analysis towards better understanding. In addition, providing personal opinions opens the door for classroom discussions and further critical thinking on historical topics.</p> <p>The last student activity, the Treaty of Versailles handout, gives students the foundation to connect what they have learned</p> |

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| | through the instructional strategies and previous student activities. It is through the completion of this hand out that students demonstrate understanding of the influence of Wilson’s Fourteen Points in relation to the end of WWI. |
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Student grouping

| Instruction Plan | Rationale |
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| <p>During this lesson plan I utilize student grouping for one student activity. Student activity number 2 instructs students to split students into small groups (3-4 students) and assign 1-2 of Wilson’s Fourteen Points to identify and analyze. Students will create a presentation for their peers to educate them on the fourteen points and the group’s opinion on their addition to his plan to end the war and prevent future World Wars.</p> | <p>I use student grouping in this lesson plan to help students utilize their peers to think critically and better understand the content material. This student grouping activity gives students the opportunity to get in the teacher’s seat to instruct their peers. Forcing students to instruct their peer’s helps them think about topics differently. This student grouping activity make it the student’s responsibility to decipher important facts and make significant connections.</p> <p>Student grouping also helps facilitate differentiated instruction depending on student development. This student grouping activity has given me the opportunity to pair students with strong history and literacy skills with students who need additional assistance. Student grouping helps teach state adopted standards to students at their points of readiness. This helps students gradually progress in their content and literacy development.</p> |

Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

| Instruction Plan | Rationale |
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| <p>For the purpose of this lesson plan I plan on using the following tools...</p> <ol style="list-style-type: none"> 1. Power Point software and projector to execute lecture series. 2. Poster board and markers for students to execute their group project. 3. YouTube to access instructional videos. 4. Various note taking sheets to facilitate student note taking. | <ol style="list-style-type: none"> 1. I will utilize the Power Point software and projector to execute my lecture series because it provides a clear and consistent forum for students to record notes. In addition, Power Point software enables teachers to insert important information in many different forms. You can insert text, pictures, videos and slide transitions that help instruct students of the |

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| <p>5. Primary Source: Treaty of Versailles.</p> <p>6. I will use support of instructional aids for English Language Learning students to help translate and facilitate the lecture series and student activities.</p> | <p>important material. Power Point software can also be uploaded to the class website easily for students to reference during homework assignments, study time or if they were absent.</p> <p>2. Providing students with poster board and markers to help facilitate their group project helps provide a visual representation to their presentations. When instructing students providing visual representation of text allows them to take better notes and retain information.</p> <p>3. Using public websites such as YouTube to play instructional videos helps students access these videos easily and provides a safe access point to do so. Providing students with digital media as instruction helps engage students in the material through visual representations.</p> <p>4. Providing students with note taking sheets guides them through recording important information within lectures and digital instruction. Note taking sheets help provide all students with a consistent resource when studying or referencing during assignments. Note taking sheets ensure that students are retaining the correct information.</p> <p>5. Integrating primary source documents in history classes gives students an opportunity to make connections and derive significance using first hand documents. Using the Treaty of Versailles also helps students decode complex academic vocabulary in order to make appropriate connections. Primary sources gives students a realistic picture of personal sentiments and passion in the past.</p> <p>6. With the presence of English Language Learners in my classroom, the use of an instructional aide is</p> |
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| | <p>paramount. Utilizing this instructional aide will help me facilitate group activities and proper translation of lecture notes. Instructional aids will assist me with ensuring my ELL students are given the proper supplemental tools to execute note taking sheets and students assignments.</p> |
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Progress monitoring of student learning

| Instruction Plan | Rationale |
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| <p>Students will be monitored during three main stages of instruction. First, through the completion of the pre-assessment activity. Students will be assessed to ensure that they have access to appropriate prior knowledge to complete the upcoming assignment. The second time students will be monitored is through the completion and execution of their group activity. Students will be assessed on their organization of their presentation and analysis. Students will then be assessed on their presentation in front of the class and completion of their note taking sheets. The third and final student assessment will come through the completion of the Treaty of Versailles handout.</p> | <p>Assessing students throughout the lesson plan allows you, as the teacher, to course correct and revisit topics if necessary. Assessing throughout the lesson plan also ensures that students stay engaged throughout the entire lesson plan. Students need to understand how to make connections to all aspects of instruction and assessing them through different assignments forces them to do this. Mixing up assessment with both independent assignments and group activities helps students think in different ways to retain and comprehend new material.</p> |

10. Given the difficulties you anticipate students could have with the content, what additional steps would you take to foster access and comprehension for all students?

Based on the difficulties I have anticipated with the content, I would take two additional steps to foster comprehension for all students. The first step I would execute is the use of reflective journaling. Using a reflective journal for students to make connections and describe event significance forces students to think outside the box. It also gives them an avenue to write freely without the restrictions of question/answer formatting. This will engage student’s creativity and open-mindedness to topics. The second step I will take is provide students with visual representations of the changes that occurred during wartime and through post war organizations. Using geography to explain historical events gives students a visual representation of how historical events shape our future. In addition, providing students with visual representations of the geographical changes helps them understand political leader’s debates and positions on certain issues more clearly.

11. How would you share the results of student academic learning with students and families?

Sharing student’s results of academic learning with fellow students and families can be accomplished in two main ways. First, I will publish pictures of students completing assignments and group activities on the class website for parents and fellow students to look at. This will help parents observe their student’s completing critical analysis in the classroom with the help of their peers. This will also serve to give students increased comfort when presenting in front of the class. Helping students witness their peers complete the project will give them confidence. The second thing I will do is have students present their handouts to their parents. The students will be tasked with instructing their parents on the Treaty of Versailles. This will demonstrate student success and help student’s practice public speaking skills.

Step 4: Lesson Adaptations for the Two Focus Students

Directions:

Consider what you have learned about the two focus students in Step 2, along with the implications for instruction that you identified for each of them. For the two students, determine what adaptations you will make to this lesson you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for instruction, indicate and explain that decision. In each box below, include:

- *Your decisions about lesson adaptations*
- *A rationale for those decisions*

Student 1: An English Learner

1. Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson

I have chosen to adapt this student’s learning goals to accommodate his language barriers and the use of the instructional aid. Adapting his learning goals based on his educational background and language capabilities gives him more achievable goals that still center on achieving the state adopted content standards. Giving this student smaller goals that focus on language development allow him to simultaneously receive language development with content comprehension. Below are the learning goals that will be communicated to the EL student....

- At the end of the day this student will be able to identify the five terms of peace for WWI through the translated copy of the Treaty of Versailles.
- This student will be able to recognize Woodrow Wilson’s Fourteen Point Plan and the major terms that were integrated into the Treaty of Versailles.
- This students will be able to identify the world leaders responsible for the Treaty of Versailles.

2. Evidence of student learning you will collect during the lesson and/or at the end of the lesson

In order to determine this student's learning I will assess him at three points during instruction. First, through the completion of the pre-assessment activity. Due to the student's strength in charts and graphs, the completion of the WWI timeline pre-assessment activity caters to his educational development. This student should be able to identify major turning points in the war and at what times they occurred. Like other students, this student will be assessed to ensure that they have access to appropriate prior knowledge to complete the upcoming assignment. The second time this student will be monitored is through the completion and execution of their group activity. This student will be strategically placed with students who excel in History and provided with translated copies of all handouts. The instructional aid will serve to translate student conversations and aid the student in completing the classroom presentation. The third and final student assessment will come through the completion of the Treaty of Versailles handout. The student will be given a translated copy of the Treaty of Versailles to reference and given a modified handout to complete. The instructional aid will assist him in developing connections between Wilson's Fourteen Point plan and the Treaty.

I have chosen to assess the student through the same assignments to create class uniformity. The student will be given supplemental materials to aid in his language development but I think that it is important that he is judged through the similar avenues as his peers. With the help of the instructional aid the student should be able to translate the necessary materials to aid his language development and content comprehension.

3. Communicating the academic learning goal(s) and/or expectations to the student

In order to communicate the academic learning goals to this student I will first help him understand what content standard the lesson plan will be achieving and in what progression it will happen. I will communicate this information at the beginning of the whole unit plan and at the beginning of each day's lesson plan. The only adaptation that I will make to this instructional tool is the use of the instructional aide to translate the expectations to the student. I have chosen to not alter my communication style to maintain uniformity in the classroom.

4. Instructional strategies

In order to accommodate this student's language barriers I will adapt the instructional strategies in two main ways. First, I will provide the student with supplemental materials in the form of extended vocabulary sheets, adapted note taking sheets, copies of the lecture slides from the Power Point and the transcript to the instructional video. These supplemental materials will assist the student in performing basic translations and highlight important information. Following along with the lecture slides and transcript allow him to connect the written word in English with the sound of the word, aiding his language development. In addition, the student will be able to work with the instructional aide to complete note taking sheets based on lecture notes and visual representations. The second way I will adapt the instructional strategies is integrate visual representations to help explain terms of peace and the influence of President Wilson. This will support this student in establishing a visual representation to content learned in the lectures.

5. Student activities

Based on the information I have gathered about this student, I will alter the student activities in three main ways. First, I will provide the student with a pre-assessment activity timeline handout with increased visual representations. This modified handout will ensure that the student activates the prior knowledge necessary to understand the end of WWI. The second adaptation I will make is the modified group activity. For the purpose of this activity, the instructional aide will serve to translate and deepen the students understanding of their assigned Fourteen Points. For the classroom presentation, the student will write out what he understands about Wilson's Fourteen Points and the translator will read it to the class. The final adaptation will occur with the Treaty of Versailles handout. In order for the student to appropriately make connections to Wilson's Fourteen Points to the Treaty of Versailles I will provide him with a translated copy of the Treaty of Versailles so that they student can properly understand the complex academic language.

6. Student grouping

During this lesson plan I utilize student grouping for one activity. I will implement two slight adaptations to accommodate the EL student. First, in a group of 3-4 students, the EL student will be strategically placed in a group with students with strong history content knowledge. This will help the student and the instructional aid both better understand the content material and make the appropriate connections. The second adaptation I will implement allows the instructional aide to present to the class on the student's behalf. The EL student will contribute to the group via written assignments. The instructional aide will translate and present the material to the class as a part of the classroom presentation. These two adaptations allow the student to focus on content comprehension with the support of their group members and instructional aide. This support gives the student more confidence in not only participating in group projects but also presenting in front of the class.

7. Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

The one major adaptation I will implement to accommodate this EL student is the use of an instructional aide. This instructional aide's main purpose will be to help translate lecture notes, assignment directions and peer interactions. The instructional aide will support the EL student with connecting language development with content comprehension. I have chosen to integrate the use of an instructional aide because of the large amount of support the student needs in achieving the learning goals and my lack of knowledge in the Chinese language. Without this instructional aide, the student would be forced to learn 100% through the use of translated information and limited interactions with his peers. The remaining materials used throughout the lesson plan will support the EL student through translated copies and additional vocabulary materials.

8. Progress monitoring of student learning

The EL student's progress will be monitored through the same assignments as their peers. First, through the completion of the pre-assessment activity. The EL student will be assessed to ensure that they have access to appropriate prior knowledge to complete the upcoming assignment. I will provide the student with a pre-assessment activity timeline handout with increased visual representations. This modified handout will ensure that the student activates the prior knowledge necessary to understand the end of WWI. The second time the

EL student will be monitored is through the completion and execution of their group activity. The EL student will be assessed on their contributions to the group through the use of their instructional aide and their written assignment provided to the instructional aide. The third and final student assessment will come through the completion of the modified Treaty of Versailles handout.

9. Sharing results of the student learning with the student and/or the family

Due to the EL student's parental support, I will share the results of his assignments and assessments at the end of every unit plan. I will send pictures to the parents demonstrating the student's collaboration with his peers and instructional aide. Due to the parent's language barriers I will provide one major adaptation to this step in my instructional planning. I will invite them to school once a month to discuss their student's progress with the help of a translator. This meeting will serve to demonstrate the student's progress through both the content material and English language development.

Student 2: A Student Who Presents a Different Instructional Challenge

1. Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson

Due to this student's development I will not alter the academic learning goals. This student is capable of completing the assignment tasks and communicating with his peers to complete the group activity. At the end of the day students will be able to identify the terms of peace for WWI through the Treaty of Versailles. Students will be able to demonstrate how Woodrow Wilson's Fourteen Point Plan influenced this war ending treaty. In addition, students will be able to recognize the impact of the United States rejection of the League of Nations. Analyze the roles of world leaders in establishing peace and functioning post-war countries. Read and interpret Wilson's Fourteen Points and examine its influence in a post-war world. The main challenge for this student in this unit plan relies on my ability to inspire the student to achieve learning goals and increase his content comprehension. Creating an environment that inspires all students regardless of academic aspirations is challenging. In order to achieve this I will help this student in one main way. I will administer an active learning strategy that will help increase engagement. Helping students determine which part of the academic learning goals they find most intriguing or confusing helps them establish a personal connection and therefore increased engagement. This active learning strategy will serve as my adaptation to the academic learning goals for this student.

2. Evidence of student learning you will collect during the lesson and/or at the end of the lesson

In order to maintain class uniformity I will assess this student's learning in the same manner as the rest of the class. In order to determine if the student achieved the learning goals I would gather four pieces of evidence. The first piece of evidence I would gather is if student's can identify the terms of peace in the Treaty of Versailles. This piece of evidence proves that the students have acquired the content knowledge foundation needed to make connections and identify significance. The second piece of evidence I would gather is whether the students can identify how each of the world leaders contributed to the world

ending treaty and post war organizations. When students understand the different roles of the political leaders it helps them better understand how events in the future generated from post war Europe. The third piece of evidence students need to demonstrate is their ability to describe post war Europe and predict possible problems. This critical thinking will help students understand the rise of totalitarian regimes. The fourth and final piece of evidence I would gather is whether students can recognize the significance of why the United States rejected the League of Nations and its repercussions.

In order to support this student through his different considerations I will ensure that he has ample time to complete all assignments. This student will be given extended deadlines and additional class time to complete assignments. This adaptation will allow the student to utilize the extra time to think critically and acquire the content knowledge necessary to complete the unit plan.

3. Communicating the academic learning goal(s) and/or expectations to the student

Due to this student's emotional and social development I will adapt the manner in which I communicate the academic learning goals to this student. Due to his emotional outbursts I will privately explain the academic learning goals and directly show him what content standards will be achieved through the learning goals. He will be given individualized worksheets to connect all aspects of the learning goals to the assignments. Doing this one on one communication will help me eliminate any possible outbursts that could influence the classes behavior and overall attitude on the learning goals. In addition, communicating one on one allows me to answer any questions or concerns the student has about completing the unit plan.

4. Instructional strategies

In order to accommodate this students considerations I will adapt the instructional strategies in one main way. I will provide the student with supplemental materials in the form of extended note taking sheets, copies of all lecture slides within the Power Point presentation and a transcript to the instructional video. With this student's limited content knowledge he requires additional resources that provide detailed information for the student to study. Providing a way for the student to follow along with the lecture notes without having to worry about recording them on his own note taking sheet allows him the extra time to digest the information. In addition, the student is able to reference the supplemental materials during assignments and group projects in order to increase his contribution and understanding of the topic.

5. Student activities

Based on the student's social and emotional development I will alter the student activities in one main way. Modifying the group activity to accommodate the student's development will aide in the completion of the group project and its effectiveness in increasing content knowledge. I will strategically place this student in a group whose other student participants excel in the content knowledge of the unit plan. This peer support will help increase his content comprehension and open the door for increased communication, both on an academic and social level. Through this student's academic vocabulary and reading abilities,

he will be able to adequately contribute to the group activity. In order to accommodate his shyness, I will allow him to read directly from a paper when presenting in front of the class. This will encourage him to practice his public speaking skills without the full discomfort. The final reason for strategically placing the student in this group is the possibility that his fellow student inspire him to increase his educational efforts.

6. Student grouping

Based on my description for my adaptations for the student activities I would therefore alter the student grouping with the same explanation. Modifying the group activity to accommodate the student's development will aide in the completion of the group project and its effectiveness in increasing content knowledge. I will strategically place this student in a group whose other student participants excel in the content knowledge of the unit plan. This peer support will help increase his content comprehension and open the door for increased communication, both on an academic and social level. Through this student's academic vocabulary and reading abilities, he will be able to adequately contribute to the group activity. In order to accommodate his shyness, I will allow him to read directly from a paper when presenting in front of the class. This will encourage him to practice his public speaking skills without the full discomfort. The final reason for strategically placing the student in this group is the possibility that his fellow student inspire him to increase his educational efforts.

7. Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

The materials used in the classroom to facilitate content comprehension are useful in helping guide instruction. Based on this students development the only adaptation I would make to the materials and technology used in the classroom is the addition of supplemental resources. As previously stated, I will provide this student with extended note taking sheets, copies of lecture slide notes and a transcript to the instructional video. Providing the student with the supplemental materials allows him to focus on following along through instruction rather than focus on recording notes. This will aide retention and increased content knowledge.

8. Progress monitoring of student learning

Based on my progress monitoring outline I will not alter the progress monitoring to accommodate for this student. Like the whole class, this student will be monitored during three main stages of instruction. First, through the completion of the pre-assessment activity. This student will be assessed to ensure that they have access to appropriate prior knowledge to complete the upcoming assignment. The second time this student will be monitored is through the completion and execution of their group activity. This student will be assessed based on his contributions to group activity and his presentation in front of the class. The third and final student assessment will come through the completion of the Treaty of Versailles handout. I have chosen not to alter the progress monitoring activities because the student needs to be held to a higher standard. This student has the capability to complete assignments and with the use of the supplemental materials and strategic group placement they can be very successful. The only way in which I will alter the progress monitoring is the way in which I communicate his feedback. I will deliver all feedback on specifically designed feedback forms and communicate all information privately. This private feedback

session will serve to give the student a forum to communicate grievances, raise questions and communicate with me in a respectful manner.

9. Sharing results of the student learning with the student and/or the family

Due to this student's parental support, I will share the results of his assignments and assessments at the end of every unit plan. I will send pictures to the parents demonstrating the student's collaboration with his peers and evidence of completion of assignments. I will maintain consistent communication with the parents in the form of the feedback system specifically designed to bridge any communication gaps that may be present. This relationship with his parents will serve to increase his attendance, educational aspirations and positive attitude.

Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

Directions:

Read your responses to the questions in Steps 1-4. Think about what you have learned by completing this task, including the characteristics of the two focus students, your instructional planning for the whole class, and your adaptations for the focus students. Respond to the questions below:

1. What information that you collected for the whole class and/or for the two focus students most influenced your planning for this lesson? In your response, describe how and why the information was influential and why you found it to be so.

Based on what I have learned about my whole class and the two focus students there are four main aspects that influenced my planning for this lesson. First, learning about the wide array of student characteristics influenced my instructional planning. When I began this process I focused on student's language characteristics and how to differentiate instruction. Based on this task I now understand there are a great deal of student characteristics that need to be taken into account when designing instruction. The information I have collected has taught me to recognize not only how to design specific instruction but also when to differentiate it based on student characteristics. The second piece of information that influenced my instructional planning was the differentiation of the academic learning goals. This information was influential because it forced me to reconsider not only how to plan instruction based on student characteristics but how to differentiate the expectations in which I assessed them. When instructing a wide array of students you attempt to maintain uniformity but that is not always the best developmental path for all students. Adapting learning goals to accommodate student's personal and educational development helps students find a sense of accomplishment in all tasks and helps the teacher recognize content knowledge progress more closely. This information effected my instructional planning by teaching me to plan activities and instruction that catered to different levels of academic learning goals. The third piece of information that influenced my instructional planning was the student grouping characteristics. Based on different student characteristics a teacher

must strategically place students in groups that not only cater to content comprehension but also language and social development. Mixing student personalities and developmental characteristics allows students to influence and inspire one another. This information influenced my instructional plan by alerting me of the different aspects I need to consider when choosing student groups. I now understand the ways I can differentiate to accommodate specific student characteristics without losing sight of the purpose of collaborative activities. The fourth and final piece of information that influenced my instructional planning was the communication of learning goals and student progress. This information helped me recognize not only the importance of communicating learning goals and student progress but the importance of differentiating it to accommodate student differences. Students must understand why we are assigning certain tasks and assessing certain information in order to stay engaged in different unit plans. This communication, therefore, needs to be specific to each student and frequently applied to the different student activities.

2. How will you use what you have learned regarding connecting instructional planning to student characteristics in the future?

Connecting instructional planning and student characteristics is paramount in achieving student academic success. I will use what I have learned to make this connection first and foremost by holding myself accountable to differentiating instruction when necessary. If I do not pledge to adapt instructional planning to cater to student characteristics I am failing my students. The second way in which I will use this information is by sharing it with my peers. In a History department we strive to maintain a sense of uniformity and progress so that students in different classes can not only feed off each other but also benefit from each other's content knowledge. The third way I will use this connection in the future is to constantly build off what I know and what I have learned from my many different students. No two students are identical and therefore continuing to collect information from year to year to accommodate students and differentiate instruction will help me keep students engaged in the material.