

240
288 Target

Contextual Factors Rubric

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: The Macro Context				
Knowledge of District, Community, and School (RIPTS 1)	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, and school that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, and school that may affect learning.	5
Part II: The Micro Context				
Physical Classroom (RIPTS 6)	Candidate displays minimal, irrelevant, or biased knowledge of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a general understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a comprehensive understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	5
Knowledge of Characteristics of Class Members (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.	5
Knowledge of Students' Skills And Prior Learning (RIPTS 3)	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	5
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part III: Instructional Implications				
Implications for Instructional Planning and Assessment (RIPTS 4)	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	5
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	5

TOTAL 35 /42

Comments:

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Learning Goals (RIPTS 2)	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	6
Part II				
Alignment with National, State or Local Standards (RIPTS 2)	Unit objectives are not aligned with national, state or local standards.	Some unit objectives are aligned with national, state or local standards.	Most of the unit objectives are explicitly aligned with national, state or local standards.	5
Classification of Unit Objectives (RIPTS 5)	Unit objectives are not significant, challenging, or varied.	Some unit objectives are somewhat significant, challenging, and varied.	All unit objectives are significant, challenging, and varied.	6
Clarity (RIPTS 8)	Unit objectives are not stated clearly and are activities rather than learning outcomes.	Some of the unit objectives are clearly stated as learning outcomes.	Most of the unit objectives are clearly stated as learning outcomes.	5
Appropriateness For Students (RIPTS 3)	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	Some unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	Most unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals	5
Part III				
Rationale / Purpose (RIPTS 4)	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well- organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL 38 /42

Comments:

Detailed Goals & Objectives

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Visual Organizer				
Visual Organizer Format (RIPTS 9)	The organizer does not clearly present: <ul style="list-style-type: none"> • how the objectives are lined up with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments. 	The organizer clearly presents: <ul style="list-style-type: none"> • how <i>some</i> of the objectives are lined up with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate. 	The organizer clearly presents: <ul style="list-style-type: none"> • how <i>all</i> the objectives are lined up with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students 	6
Multiple Forms of Assessment (RIPTS 9)	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	6
Alignment of Unit Objectives and Assessments. (RIPTS 9)	<i>Very few or none</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.	<i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.	<i>Most/all</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.	5
Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE

Rationale for Assessment Choice (RIPTS 9)	Assessment choices do not match the unit objectives/context or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Assessment choices somewhat match the unit objectives/context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	Assessment choices match the unit objectives/context; the rationale for the choice mentions the unit objective and/or student characteristics.	5
Adaptations Based on the Individual Needs of Students (RIPTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>most/all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	5
Part II: Narrative				
Rationale for Assessment Choice (RIPTS 9)	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	5
Scoring Procedures (RIPTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>Most/all</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	5
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	5

Comments:

Comprehensive visual organizer

*42
48*

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIPTS 8)	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	5
Unit Visual Organizer (RIPTS 2)	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	4
Lesson Plans (RIPTS 2)	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning.</p>	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Alignment with Learning Goals and Unit Objectives (RIPTS 2)	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.	5
Classroom Climate (RIPTS 6)	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	6
Use of Technology (RIPTS 2)	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning. OR Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning.	5
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	5

TOTAL 35 / 42

Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	5
Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to students' responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	4
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	4
Part II				
Rethinking Your Plans for an Individual Student (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	5
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to this student's responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student's needs; based on the analysis of this student's learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student's needs; are informed by a thorough and thoughtful analysis of this student's learning/performance; based on best practice; based on contextual factors.	4

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	4
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. <u>Contains few errors.</u> Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	5

TOTAL 31 /42

Comments:

Analysis of Student Learning Rubric

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: <ul style="list-style-type: none"> • is not aligned with selected unit objectives; • and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> • is partially aligned with selected unit objectives; • provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> • is fully aligned with selected unit objectives; • provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals. 	5
Clarity and Accuracy of Presentation of Graphs (RIPTS 9)	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	5
Interpretation of Data (RIPTS 9)	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	5
Evidence of Impact on Student Learning (RIPTS 9)	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	4

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Insights on Effective Instruction and Assessment (RIPTS 10)	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	5
Self Evaluation and Implications for Future Teaching (RIPTS 10)	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	4
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	5

TOTAL 33 /42

Comments:

Chart at beginning of section is a good way to list objectives
Charts, graphs, & work samples are well done.

Candidate Reflection on Student Teaching Experience Rubric

Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS
Description of Incidents (RIPTS 10)	Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience.	Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience.	Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching.	10 5
Description of effect on Student Teaching experience (RIPTS 10)	Candidate provides little or no description of how the incidents affected the Student Teaching experience.	Candidate provides superficial description of how the incidents affected the Student Teaching experience.	Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience.	10 5
Description of self learning (RIPTS 10)	Candidate provides little or no description of self learning.	Candidate provides some description of self learning, but it lacks connection to description of incidents and their affect on Student Teaching.	Candidate provides rich, thoughtful description of self learning that connects to description of incidents and their affect on Student Teaching.	10 5
Plans for Professional Development (RIPTS 10)	Candidate demonstrates no or vague plans for professional development.	Candidate describes some general plans for professional development, but they may not reflect self learning.	Candidate describes some specific, concrete plans for professional development that reflect self learning.	10 5
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL 26/30

Comments:

Feinstein School of Education and Human Development

Teacher Candidate Work Sample



Fall 2010

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Contextual Factors

For my final semester of graduate school, I've been granted the opportunity to student teach within the Townie Pride school district in a third grade classroom at the EGW School. The Townie Pride district is located between the urban center of Rhode Island and rural southeastern Massachusetts. The size of the Townie Pride school district is quite large as it caters to the educational needs of roughly 5800 students. Over 500 teachers are employed by the Townie Pride school district. The district consists of eight elementary schools, two middle schools, and one high school.

The student population within this district is moderately diverse. According to 2007-08 data from Information Works, 78% of Townie Pride's student population is white while 14% are African American, 5% Hispanic, 2% Asian, and 1% Native American, respectively. Only 3% of Townie Pride students receive ESL education services. In terms of special services, 17% of students receive general education with support while 9% are educated in a self-contained learning environment.

In partnership with families and the community, the mission of the Townie Pride school department is to provide a comprehensive, inclusive program of academic excellence in a safe, nurturing environment, preparing all students to become responsible, life-long learners able to meet the challenges of the 21st century. Although Townie Pride is striving to meet the needs of its students, the schools are in great need of repair. In the city's most recent election, residents voted in support of a bond to improve public schools. At least half of the funds from this improvement bond will be reimbursed by the State of Rhode Island.

My field placement, the EGW School, is a small yet diverse school community. With 24 teachers and 255 students, this school serves students in grades K-5 with two classrooms for each grade level. The students at EGW come from various ethnic backgrounds. According to 2007-08 data from Information Works, 69% of the school population is white, 20% African American, 6% Hispanic, 2% Asian, and 3% Native American. Of these students, 13% receive ESL education service, 18% receive general education with supports, and 4% are educated in a self-contained learning environment.

A Title I school, many families within the EGW community are struggling financially. About 67% of the students enrolled at EGW are eligible for reduced-price lunch. Many parents are currently on unemployment and are struggling to make ends meet. In addition to financial struggles, the overall morale of the EGW community is quite low. According to the 2007-08 SALT Survey, it was reported that only about 45% of parents participate within the school community. In addition, it was reported that only 60% of the teachers at EGW feel that the staff pushes themselves to do their best work. EGW does have a PTA which tries to encourage parent and public involvement in the school. The PTA gives parents the opportunity to interact with other families. In addition, the PTA provides financial support for classroom supplies, curriculum related field trips, assemblies, and PTA social events.

Despite some of the economic and social disparities within the school community at EGW, I believe that I am fortunate to have the opportunity to work with my teacher, AMS. Our class community is made up of 22 students: 13 girls and 9 boys. Our students are quite diverse as many of them have parents or family members who are from Portugal, Cape Verde, or the Dominican Republic. Two of our students currently receive ESL services. While both students

speak and understand English quite well, the ESL teacher comes in during reading/language arts instructional time to work on fluency. There are only two students with IEPs. These two students are on IEPs for speech purposes only. More recently, PLPs have been written for eight of our students. The PLPs are particularly geared towards enhancing sight word recognition and bolstering comprehension skills.

Upon entering the classroom, it is apparent that AMS makes it a priority to foster a learning environment which triggers both academic and social development. The classroom is very warm and welcoming. Students are assigned individual desks which are usually arranged in the shape of a horseshoe or small clusters. Around the classroom are bright posters which highlight important concepts such as multiplication, genres of writing, reading strategies, and geographic locations. Student work also adorns the walls to showoff newly acquired skills.

Because of its Title I status, EGW and other Title I schools within the district have received technology grants for cutting edge learning tools such as Smart Boards and document cameras. EGW is fortunate enough to have Smart Boards and document cameras in grades 3-5. Having been placed in a third grade classroom, I am able to utilize this technology throughout my stay at EGW. As a result, daily lessons are interactive through the use of PowerPoint presentations, touch screen learning games, video streaming, and internet access. The document camera is of equal importance as it provides students with a maximized view of handouts and manipulatives during instructional time.

In terms of curriculum, AMS' third grade class receives weekly lessons in the content areas of math, reading/language arts, and a rotating schedule of science, social studies, and writing. Once per week, students attend special subjects such as art, music, and library. In

addition, students attend physical education/health twice per week. Starting in September of 2010, Townie Pride school district implemented a new math curriculum. As part of this new initiative, teachers are still encouraged to teach Chicago math but are now urged to drive their instruction by following the Rhode Island Grade Level Expectations (GLEs).

In conjunction with this initiative, Townie Pride is requiring that all schools within the district implement a math intervention block at least three times during the week for 30 minutes. This is to ensure that all students, both underperforming and on-level students, are being challenged at their appropriate developmental level. The third grade teachers, special education teacher, ESL teacher, and resources teacher are currently working together to create a plan to meet the needs of third grade students. Ultimately, students from both third grade classrooms will be split up according to their math level and areas of weakness to work in small groups with an assigned teacher.

To foster a positive safe environment where all students have the opportunity to learn, AMS and I work hard to enforce classroom rules and routines. The main discipline system within the room is called, "Are you in the Green?" There is a chart hung up in the classroom which has individual pockets with each student's name. In each pocket, students have four small blocks of construction paper in the colors green, yellow, orange, and red. At the beginning of the day, all students start out in the "green." If a student displays some sort of inappropriate behavior, they receive a few verbal and nonverbal warnings before placing their name on the board. If a student's name is on the board and they continue to act out, they are then told to flip to yellow. When flipping to yellow, a student loses five minutes of their recess. If the behavior persists after several additional verbal and nonverbal warnings, the student then flips

to orange which results in the total loss of recess. If the student ultimately ends up flipping to red, they are written up with the main office and the student's family is contacted.

To model and reward positive behavior, all students within the EGW school community are encouraged to practice PRIDE behaviors. PRIDE is an acronym for the behavior expectations at EGW (perseverance, respect, integrity, discipline, and excellence). Students who display these positive behaviors are rewarded by receiving a paper fish. Students cut off the fish tail and place it in a fish bowl for a chance to win prizes at the end of the week. Names from each grade are pulled from the fish bowl by the principal.

In addition, AMS and I have started a reward system called, "Secret Student." This idea was adapted from a colleague's behavioral system at a neighboring elementary school in the district. At the start of each day, AMS or myself pull a student's name from our top secret folder. The name of the student is to remain anonymous until the end of the day. The student whose name is chosen must be on task and display positive behaviors throughout the day. If our secret student lasts the entire day, the name of the student is revealed to the class. The secret student receives a certificate of achievement, a fish, and a pencil of their choice. If the secret student doesn't remain on task throughout the course of the day, the student's name isn't revealed and the name goes back into the folder for a chance to be picked the following day. A poster is hung in the classroom with a list of desired behaviors so that students can self check their individual performance throughout the day.

While placed at EGW, I believe that much of my instruction will be influenced by the contextual factors of the district, school, and classroom communities. Planning lessons for the new math curriculum will prompt me to look more closely at the Rhode Island GLEs for all

content areas that I teach. By looking at GLEs from my students' prior and present grade levels, I will have a better understanding of what my students already know and should be able to do. Having knowledge of students' different learning styles will also guide my instruction. Across content areas, students will be evaluated through multiple assessment methods. Students will have the opportunity to demonstrate knowledge of concepts through written prompts, oral responses, or illustrations. This will give all learners a chance to demonstrate knowledge in a way that suits their needs. Students' needs will also be accommodated by being placed in small heterogeneous groups throughout the day when appropriate. Participating in small groups or think-pair-share's with peers allows students to receive help from a more knowledgeable individual and provide an opportunity to share thoughts or opinions.

The availability of technology at EGW is perhaps the greatest factor that will impact my instructional decisions. I'm certain that the Smart board will become an essential part of our lessons. It will be used quite frequently to display several visuals such as PowerPoint presentations and video streams. This will be particularly helpful for visual learners such as our ESL students.

In understanding the family involvement within the Townie Pride district, my goal is to establish an open flow of communication with my students' families. I hope to achieve this by sending home letters to update families on current news in our classroom. In addition, I hope to offer parents support by providing them with worksheets or flashcards they can use at home with their children to help them with their areas of weakness.

Learning Goals and Unit Objectives

Part I: Learning Goals

As a result of this unit, students will:

1. Develop an understanding of what makes up a community.
2. Recognize how people in communities depend on each other and how communities around the world are connected.
3. Identify places or sources that can be used to learn how one's own community is alike and different from other communities around the world.

Part II: Unit Objectives

Objective	RI GLE	Blooms Taxonomy Domains
<p>1. Students will be able to state the definition of Social Studies and its purpose (Why learn about Social Studies?)</p>	<p>HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by... a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u></p>	<p>Cognitive domain; Level - Comprehension, Knowledge</p>
<p>2. Students will work together as a class to identify and list the basic components of a community on a KWL chart poster.</p>	<p>C&G 1 (3-4) –1 Students demonstrate an understanding of origins, forms and purposes of government by... a. <u>making, applying, and enforcing rules (home, school, community)</u> c. <u>citing examples of services that local and state governments provide for the common good</u> C&G 4 (3-4) –3 HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by... a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u></p>	<p>Cognitive domain; Level – Comprehension, Knowledge, Application</p> <p>Psychomotor domain; Level – Perceptual Abilities</p>

<p>3. Students will answer written questions to demonstrate understanding of how a citizen is a member of a community and culture.</p>	<p>C&G 3 (3-4) –1</p> <p>Students demonstrate an understanding of citizens’ rights and responsibilities by...</p> <p>a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others’ points of view</u></p> <p>b. using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals’ and groups’ rights and responsibilities (e.g., justice, equality, and diversity)</p>	<p>Cognitive domain; Level – Knowledge, Comprehension, Application</p> <p>Psychomotor domain; Level – – Perceptual abilities</p>
<p>4. Students will collaborate with peers to list three ways they can make a difference in a community as active citizens.</p>	<p>C&G 2 (3-4) –2</p> <p>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...</p> <p>c. <u>exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal</u> (e.g., problem solving, task completion, etc.) <u>and self-monitoring effectiveness in a group</u></p> <p>C&G 3 (3-4) –1</p> <p>Students demonstrate an understanding of citizens’ rights and responsibilities by...</p> <p>a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others’ points of view</u></p> <p>C&G 3 (3-4) –2</p> <p>Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...</p> <p>a. <u>demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others</u> (e.g., bullying, breaking rules, intruding on others’ space, interference with others’ rights to learn)</p> <p>b. working cooperatively in a group, <u>demonstrating individual/personal accountability</u> (e.g., dividing responsibilities, taking on individual roles) <u>to complete a task</u> (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal)</p>	<p>Cognitive domain; Level – Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</p> <p>Affective domain; Level – Responding, Valuing</p>

	<p>C&G 4 (3-4) –3 Students participate in a civil society by... b. <u>explaining how individuals can take responsibility for their actions and how their actions impact the community</u></p>	
<p>5. Students will work in cooperative groups to create posters which state one way they can model a Whiteknact PRIDE expectation as citizens of a community.</p>	<p>C&G 3 (3-4) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by... a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others’ points of view</u></p> <p>C&G 4 (3-4) –3 Students participate in a civil society by... b. <u>explaining how individuals can take responsibility for their actions and how their actions impact the community</u></p>	<p>Cognitive domain; Level – Knowledge, Comprehension, Application, Evaluation</p> <p>Affective domain; Level – Responding, Valuing</p>
<p>6. Students will be able to provide written examples of how different communities exist all over the world and how nations often times help each other by filling out worksheet.</p>	<p>C&G 5 (3-4) –1Students demonstrate an understanding of the many ways Earth’s people are interconnected by... a. <u>explaining how current events around the world affect our lives</u> (e.g., trade, war, conflict-resolution, global warming.</p>	<p>Cognitive domain; Level – Knowledge, Comprehension, Application.</p> <p>Psychomotor domain; Level – Perceptual abilities</p>
<p>7. Students will be able to identify and list the steps one takes to interview others or visit places in order to learn more about their community.</p>	<p>HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by... a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u></p>	<p>Cognitive domain; Level – Knowledge, Comprehension, Application.</p>
<p>8. Students will be able to demonstrate an understanding of community and culture as it relates to their personal lives by creating an informative pamphlet about Rhode Island.</p>	<p>HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by... a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u></p>	<p>Cognitive domain; Level – Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</p> <p>Psychomotor domain; Level – Perceptual Abilities</p>

	<p>HP 2 (3-4) –1</p> <p>Students connect the past with the present by...</p> <p>a. <u>investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features</u></p>	
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Part III: Rationale / Purpose

Teaching my third grade students about the topic of community will help them to develop a greater understanding of the world in which they live. Prior to this unit, students have discussed topics related to social studies but received no formal instruction in the content area as it was not part of their curriculum for kindergarten, first grade, or second grade. I believe that the topic of community is a nice introduction to social studies for students of all developmental levels and ethnic backgrounds. It’s a topic that everyone can relate to.

My instruction will be driven by the Rhode Island Grade Level Expectations (GLEs) and any oral and written pre-assessments I have conducted. My objectives are aligned with the Rhode Island GLEs for third grade social studies which require students to demonstrate an understanding of how Earth’s people are interconnected, how the past frames the future, and how to participate in a civil society. Instructional material will be provided by internet resources, books, and the grade level social studies textbook, Our Communities, by Harcourt.

While pre-assessing my students, I found that they had some prior knowledge of social studies concepts such as the role of government in a society, the political process of voting/conducting surveys, and how the choices an individual makes influences others. I also discovered that most students believed that states and countries are the only examples of a community. As a result of participating in this unit, students will come to understand what

makes a community and how our world is comprised of different types of communities such as towns, neighborhoods, families, and sports teams. In addition, students will learn about their role as young citizens within their respective communities and how their participation can have a direct impact on a community's success or demise.

Throughout this unit, students will also be introduced to the significant topic of culture. This is especially important since my students come from various ethnic backgrounds.

"Integrating cultural activities into the regular school day taps student interest in individuals and societies different from themselves and paves avenues for understanding different points of view. Students who experience other cultures often learn as much about themselves as they do about others."(Lindquist, 1997, p. 127)

Together, my students and I will explore how many communities have people from more than one culture. What people eat, how they speak and dress, and what they believe in are all part of their culture. Ultimately, my students and I will develop a sense of cultural awareness and recognize how communities with more than one culture provide an opportunity for us to enjoy other ways of life.

	Objectives Addressed	Rationale for Assessment Choice	Adaptations
<p>1) Pre-Assessment</p> <p>Multiple choice questionnaire related to community, culture, and Rhode Island.</p> <p>Creating illustrations to demonstrate knowledge of a citizen, community, and culture.</p> <p>Short answer responses to explain illustrations of a citizen, community, and culture.</p>	<input type="checkbox"/> # 2-4, 6, 8 <input type="checkbox"/> # 2-4, 6, 8 <input type="checkbox"/> # 2-4, 6, 8	<p><u>Pre-Assessment:</u> Multiple choice questions, short answers, and illustrations provide students with various options to demonstrate knowledge of each topic. The illustration portion is particularly important for evaluating ESL students who potentially struggle with multiple choice questions and written prompts. This information will measure students' prior knowledge and guide future instructional decisions.</p>	<p><u>Pre-Assessment:</u> Students will be seated at their desks to answer questions individually. Directions will be read out loud.</p>
<p>2) Formative Assessment</p> <ol style="list-style-type: none"> Coming Together Worksheet Why Character Counts Worksheet Communities Near & Far Worksheet How Communities are Different Worksheet Learning About Your Community Worksheet Community Study Guide Worksheet Community Group Posters Rhode Island Graphic Organizer Rhode Island Pamphlet Q & A Class Discussion 	<input type="checkbox"/> # 2, 3 <input type="checkbox"/> # 3, 4 <input type="checkbox"/> # 6, 7 <input type="checkbox"/> # 4, 6 <input type="checkbox"/> # 7 <input type="checkbox"/> # 2, 6, 7 <input type="checkbox"/> # 4, 5 <input type="checkbox"/> # 7 <input type="checkbox"/> # 7, 8 <input type="checkbox"/> # 1-8	<p><u>Formative Assessment Worksheets:</u> Worksheets provide an on-going assessment of students' comprehension and application of key concepts related to community. Much of students' success will depend on their class participation and notes recorded in graphic organizers.</p> <p><u>Community Group Posters:</u> Students are broken up into heterogeneous groups. This provides students with an opportunity to have support from peers if they're confused about a particular topic. This also allows each student an opportunity to have their thoughts/ideas heard by peers. Students will be evaluated on their individual contribution to the group poster and how well they interact with group members.</p> <p><u>Q & A Class Discussion:</u> Ongoing whole-class discussion is used to promote student participation, bolster comprehension, and modify future instruction.</p>	<p><u>Formative Assessment Worksheets:</u> The teacher will read the directions out loud after distributing worksheets. Directions written with greater clarification will be posted on worksheets as needed if original worksheet directions appear to be too vague.</p> <p><u>Community Group Posters:</u> Students will be arranged in heterogeneous groups (by gender and developmental level) so that students can support one another during the group activity. The teacher will meet with each group to question and prompt as needed. Students will be allowed to write and illustrate their answers on the poster. Students will also be encouraged to role-play their answers while presenting them to the class.</p> <p><u>Q & A Class Discussions:</u> All students will be encouraged to participate in class discussions. Supplementary materials such as PowerPoint presentations and children's literature will be used to highlight significant concepts and aid ESL/visual learners. Think-pair-share will be used often so that all students have an opportunity to share their thoughts/ideas with a peer.</p>
<p>3) Post-Assessment</p> <p>Multiple choice questionnaire related to community, culture, and Rhode Island.</p> <p>Creating illustrations to demonstrate knowledge of a citizen, community, and culture.</p> <p>Short answer responses to explain illustrations of a citizen, community, and culture.</p>	<input type="checkbox"/> # 2-4, 6, 8 <input type="checkbox"/> # 2-4, 6, 8 <input type="checkbox"/> # 2-4, 6, 8	<p><u>Post-Assessment:</u> Similar to the pre-assessment, multiple choice questions, short answers, and illustrations provide students with various options to demonstrate knowledge of each topic. Results will indicate what students learned throughout the course of the unit and what concepts might need greater clarification before moving on to the next unit. This will also allow the teacher to reflect on what material could be improved when teaching this unit again in the future.</p>	<p><u>Post-Assessment:</u> Students will be seated at their desks to answer questions individually. ESL students and four additional reading intervention students will have the multiple choice test questions and response options read out loud in the back of the room. Students will be allowed additional time if they struggle to finish in the time provided.</p>

Part II: Narrative

To accommodate the diverse learning styles within my classroom, I have developed a number of assessment tools that will guide me in the planning and implementation of my unit on communities. This unit is the first formal instruction my students have received in the content area of social studies. At the start of my unit, students will be pre-assessed on key concepts such as a citizenship, culture, and community. Students will be asked to answer multiple choice questions, short answers, and create illustrations to demonstrate knowledge of each topic (see Appendix A for assessment tools). I believe that these are appropriate assessment tools for my students because they offer students three different ways to demonstrate their knowledge of key concepts. The illustration portion of the assessment is an accommodation I am making for the two ESL students in my class. Students will be scored based on a rubric. The rubric will rank students as exemplary, acceptable, or developing (see Appendix B for rubrics and Appendix C for checklists).

Once I have a better understanding of my students' prior knowledge, I can begin to make instructional decisions that will be appropriate for their developmental levels. These results will also be particularly important as I look to evaluate my students' learning throughout the unit through formative assessment. To provide an on-going assessment of students' comprehension and application of key concepts, formative assessments will consist of worksheets, graphic organizers, and teacher observations. Worksheets and graphic organizers will be based on information presented in class. Student scores will be evaluated with a rubric (see Appendix B for rubrics and Appendix C for checklists).

Also as part of my formative assessment, students will be observed while working with peers in small group activities. Students will be broken up into heterogeneous groups (by gender and developmental level) so that students can support one another during group activities. This allows each student an opportunity to have their thoughts/ideas heard by peers. While in their groups, I will meet with students to ask questions and prompt as needed. Students will be evaluated on their individual contribution to group tasks in addition to how well they interact with their group members.

Class discussions will be an additional formative assessment. Ongoing class discussions will be used to promote student participation and bolster comprehension. Additionally, class discussions will help clarify what instructional decisions should be made for future lessons. Supplementary materials such as PowerPoint presentations and children's literature will be used to highlight significant concepts. These tools will be particularly important for introducing new material to my ESL students and visual learners. All students will be encouraged to participate during class discussions. Class discussions are the perfect opportunity to use think-pair-shares as they allow each student the opportunity to share their thoughts and ideas with a peer.

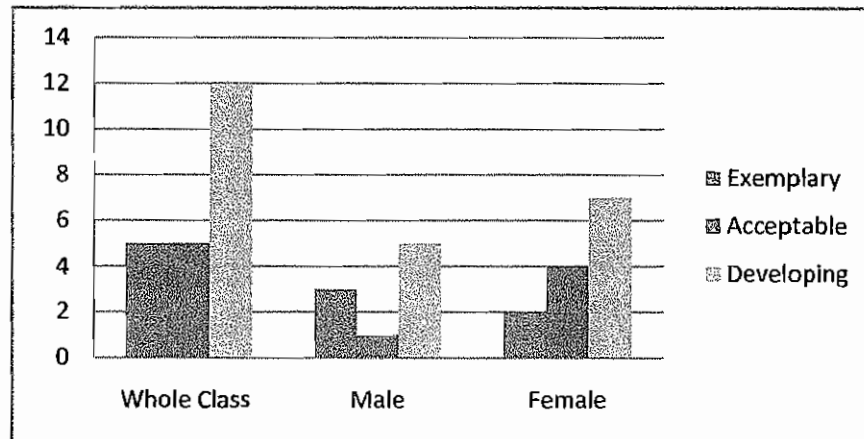
For clear measurable results, the pre-assessment that students first received will be administered again at the end of the unit as a post-assessment. Students will be seated at their desks to answer questions individually. As an accommodation, ESL students and four additional reading intervention students will have the multiple choice test questions and response options read out loud to them in the back of the room. Students will be allowed additional time if they struggle to finish in the time provided.

Design for Instruction

Table 1: Unit Outline

DATE	Brief Description of Activity	Objectives Addressed
9/17/10	<i>Pre-Assessment</i>	2-4, 6, 8
9/21/10	Introduction to Social Studies & Communities	1
9/23/10	What is a Community?	3, 4, 5
9/28/10	Community Similarities & Differences	6
10/4/10	Communities Near and Far	6, 7
10/6/10	How to Discover Your Community	7
10/12/10	Rhode Island, Our Community	7, 8
10/15/10	Rhode Island, Our Community (cont'd)	7,8
10/20/10	<i>Post (Summative) Assessment:</i>	2-4, 6, 8

Table 2: Pre-Assessment Data



Design for Instruction Rationale

After administering the pre-assessment to my students, I learned a great deal about their prior knowledge of communities. Table 1 shows that 12 out of 22 students scored at the developing level, five students scored at the acceptable level, and five achieved the exemplary level. I found it encouraging that about 45% of the class had at least some knowledge of communities, culture, and citizenship.

To bridge the gap between students that are on target and those who are still developing, it was imperative that I establish learning goals and objectives that would be achievable for students of various levels of knowledge. In order for students to achieve unit learning goals, I created lessons that included hands-on activities, cooperative group work, as well as independent work with teacher assistance (see Appendix D for lesson plans). Each lesson also involved several visual aids such as PowerPoint Presentations and video streams to support low level readers and English language learners.

In table 1, lessons dated 9/21/10 and 9/23/10 were created to achieve the first learning goal. This learning goal required students to understand what a community is and how it's comprised. This was an important learning goal because my pre-assessment showed that most students had difficulty understanding that there are many different kinds of communities. With that in mind, I had to teach my students the basics about communities. We started by completing a KWL chart to view what we already know about communities, what we want to know, and record at a later date what we learned. I believe that creating the KWL chart helped some students feel more comfortable because they saw that many of their peers had questions or shared the same level of knowledge.

During these lessons, students also viewed PowerPoint presentations which covered the basics of what a community is, how communities generally have people from more than one culture, and how a community operates (government). To relate the lessons to my students' personal lives, I included examples and pictures throughout the presentation that would be of interest to them. I worked to engage students throughout the lesson by moving around the room to ask questions and call upon students to share thoughts. To check for

understanding, students answered questions on worksheets for homework. This gave me some insight as to what information was clear or needed to be clarified in the next lesson.

Lessons dated 9/28/10 and 10/4/10 were geared towards the second learning goal which required students to recognize how people in communities depend on one other and how communities around the world are connected. During these lessons, students learned about the importance of citizenship and how each of us has a role to fulfill in a community. Additionally, Students learned how some communities depend on one another because of the natural resources or services they can provide others. Students also learned about community differences by reading, A Child's Alaska by Claire Rudolf Murphy. Students compared and contrasted the community of Anchorage, Alaska with a Rhode Island community such as East Providence. Students essentially learned how the geography of every community is different and what impact climate has on a community's existence. Similarly to the first two lessons, much of the material was presented through PowerPoint presentations. Video streams from Discovery Education were also used to highlight differences in climates around the country. Formative assessment included worksheets and teacher observations.

The third learning goal was for students to be able to identify sources that can be used to learn how one's own community is alike and different from other communities around the world. Lessons dated 10/6/10 and 10/12/10 highlighted how students can interview people, visit historical sites, and use reference works to learn more about their ancestors, heritage, and community's history. Students gained a better understanding of the importance of reference works more specifically during our lessons on 10/12/10 and 10/15/10 when learning about Rhode Island. This provided students with an opportunity to connect what we have learned to

a community that we all belong to. In addition to PowerPoint presentations, students had the opportunity to look through several books about Rhode Island that I borrowed from the library. Using a graphic organizer, students recorded significant information about Rhode Island such as the year it became a state, government leaders, natural resources, and climate. Afterwards, students applied what they learned by creating an informative pamphlet all about Rhode Island. The purpose of this task was for students to imagine that they were creating these pamphlets for someone who had no real knowledge of Rhode Island but would like to visit. Students were prompted to write significant pieces of information that would generally describe Rhode Island as a whole.

Since students' textbook by Harcourt was very vague in giving examples of how to learn more about a community, the PowerPoint presentation provided students with local examples of how they can learn about their community. Students were informed that they can visit local museums or historical sites such as Slater Mill or City Hall. In addition, students learned that becoming more aware of their community's history can be as easy as interviewing older relatives or community members that they know.

To ensure academic success throughout my unit on communities, I have worked to create a safe positive learning environment. Students were taught that our classroom is a community and that we have to be respectful of one another. Throughout the unit students are encouraged to participate and share ideas. Additionally, positive social interaction is fostered through cooperative group work. Students are given the opportunity throughout the unit to collaborate with peers on tasks to give and receive support. If students demonstrate inappropriate behaviors, they receive a warning by placing their name on the board. As

mentioned previously in my contextual factors, student behaviors are managed by the behavior system, “Are you in the Green” where students have to flip their colored cards throughout the day if displaying inappropriate behaviors. Guidelines for, “Are you in the Green” are posted in the room so that students know what is expected of them. Positive behavior is rewarded through verbal praise and distributing paper fish as part of the school-wide EGW PRIDE appraisal system.

Technology has played an integral role throughout the planning and implementation of my unit. I’ve been fortunate to have the opportunity to use a Smart Board throughout my student teaching experience. Rather than rely solely on the text book, each lesson I have introduced new material by showing PowerPoint presentations. I believe that the PowerPoint presentations have allowed me to create lessons that are tailored to my students’ lives. In addition to being interesting, the PowerPoint presentations aid low level readers and ELL students as they become familiar with the English language and content area. Townie Pride also has access to Discovery Education streaming videos which can be played on the Smart Board. These content specific videos engage students through video and audio clips. Students have been able to view videos which compare and contrast climates, highlight different jobs within communities, and show how different cultures interact with one another. The document camera has also been extremely useful as it projects images and objects for all to see.

Instructional Decision-Making

As a reflective teacher, I have made a number of modifications to my instruction throughout the course of this unit in order to meet the needs of my students. As a way of introducing new material, I chose to make PowerPoint presentations and Discovery Education video streams an integral part of my lessons. During lessons, I usually checked for student comprehension by circulating around the room to ask questions and prompt as needed. As a result, students appeared to enjoy our lessons and were motivated to participate because it was different from typical textbook instruction.

During our time together as a group, we would record significant community concepts on the Smart Board by filling in webs, lists, or charts. While I believe that my PowerPoint presentations and class discussions were enjoyable and actively engaged students, I began to question their effectiveness and students' ability to actually apply what they learned to formative assessments such as worksheets. This became particularly apparent while correcting homework. Students' homework worksheets were very vague and failed to mention specific key concepts. I soon realized that discussions during class were useful but lacked student accountability. As a result, I modified the format of my lessons and required students to fill out graphic organizers while engaging in lessons. Students were informed that after each lesson I would collect their graphic organizers to review them.

It was particularly evident that providing students with individual graphic organizers was quite effective while teaching significant Rhode Island facts. I found that students were asking more detail-oriented questions in order to fill out their organizers. In addition, the organizer helped in the success of completing other assignments such as the Rhode Island informative

pamphlet. Additionally, the graphic organizers aided ELL students and visual learners who were having difficulty retaining and organizing significant pieces of information.

In addition to making modifications for the whole class, there were times where I adapted lessons to meet the needs of individual students. For the post-assessment, students were required to complete the same multiple choice questions, illustrations, and written prompts that they answered for the pre-assessment. Once the post-assessment was passed out, all students were on task except for one of my ELL students, A.A. In addition to scoring low academically, this student usually has difficulty staying on task and demonstrating appropriate behaviors. While others were working quietly, A.A. exclaimed that he didn't know what to write and soon began to cry. I knew that he understood the material but was probably quick to give up because he was having difficulty understanding some of the questions.

At first I wasn't sure of the best way to help A.A. but quickly decided to take him to the back of the room and administer the post-assessment orally. I began by reading the multiple choice questions and answers. A.A. scored relatively well on the multiple choice but soon started to get extremely frustrated with the portion which required illustrations and written examples of a citizen, community, and culture on a graphic organizer. For this part of the assessment I had to do more than simply read the directions. I decided to make it so A.A. had to first explain orally what each concept was and then provide written examples and drawings.

I told A.A. that I wanted him to pretend for a moment that he was the teacher and I was the student and that he had to teach me about the three concepts listed. For example, when explaining what a citizen is, I asked A.A. "What is a citizen? Are you are citizen? If so, how do you know?" Approaching the assessment like an informal interview helped A.A. to relax. I

went on to ask, "Are you a citizen of California?" A.A responded by saying that he wasn't. I probed by asking him to explain why he wasn't a citizen of California. A.A. explained that he wasn't a citizen of California because he doesn't live there. Next, I asked A.A. to explain what community he is a citizen of and why. In doing so, A.A. was able to communicate that he knew that a citizen is a person that belongs to a community. We continued on with this same type of questioning until he completed the full assessment. Although it took A.A. much longer to complete the assessment in comparison to his peers, he achieved exemplary on all three illustrations and written explanations.

Analysis of Student Learning

Table 1: Unit Objectives Analyzed
Objective #3: Students will answer written questions to demonstrate an understanding of how a citizen is a member of a community and culture.
Objective # 8: Students will be able to demonstrate an understanding of community and culture as it relates to their personal lives by creating an informative pamphlet about Rhode Island

The two unit objectives that I chose to analyze are listed in table 1. For objective #3, students were first pre-assessed on citizenship during the unit pre-assessment. Students had to answer a series of multiple choice questions, create illustrations, and respond to a writing prompt. To evaluate this one objective on the multiple choice portion of the pre-assessment, I totaled the number of questions that were related to the topic of citizenship and took an average of how many questions students answered correctly.

The remaining part of the pre-assessment was based on how well students wrote and illustrated examples of a citizen, community, and culture. Student scores were out of 16 points total. As a formative assessment, students responded to two worksheets which asked them to write about the role of a citizen in a community. Students' scores were based on the total percentage of questions they answered correct (see rubric in Appendix B). For the post-assessment, the pre-assessment activities were administered again at the end of the unit. Scoring methods were again based on the 16 point system.

For objective #8, students were required to demonstrate an understanding of a culture as it relates to their personal lives by learning about Rhode Island. Similarly to the assessments for objective #3, the multiple choice questions were used to assess both pre-assessment and

post-assessment knowledge for this objective. Students were eligible to receive a total of 5 points. In terms of a formative assessment, students were required to fill out a graphic organizer with significant Rhode Island facts during our lesson. In addition, students had to use the information they recorded to create an informative pamphlet about Rhode Island. Students were scored based on the quality and accuracy of their pamphlet (see rubric in Appendix B). For both objectives, I studied the whole class (9 boys and 13 girls), the subgroup of male students in comparison to female students, and the individual results of two students who are at different levels of proficiency.

Objective #3 Results for Whole Class and Subgroup

When looking at the whole class pre-assessment data for objective #3 (see Appendix E-3), only five students out of 22 scored exemplary while the remaining 17 students scored at a developing level. Looking at the formative data, overall student performance improved when four students ranked exemplary, 12 acceptable, and six at a developing level. Finally, when it came time for the post-assessment, there was a great increase in student performance. Out of 22 students, 16 scored at an exemplary level while only six students scored at a developing level. It was encouraging to see that about 73% of the class was on or above the acceptable level.

Looking again at pre-assessment results for objective #3, 22% of the male students scored exemplary while 78% scored at a developing level (see Appendix E-4 for all male subgroup data). Females scored lower percentages for the pre-assessment with 17% achieving exemplary and 83% developing (see Appendix E-5 for all female subgroup results.) For the formative assessment, 22% of males scored at an exemplary level while 45% scored acceptable,

and 33% developing. About 15% of females scored exemplary, 62% scored acceptable, and only 23% scored at a developing level. Overall, females received higher scores for the formative assessment. Finally for the post assessment, 89% of male students scored exemplary and 11% scored developing while 62% females scored exemplary and 38% developing. Ultimately, males in the class had a higher level of overall achievement than the female subgroup.

Objective #8 Results for Whole Class and Subgroup

Looking at the results of objective #8, only three students scored exemplary while the remaining 19 students scored at a developing level. For the formative assessment, scores improved where 13 students achieved exemplary, 8 acceptable, and 1 developing. Finally for the post-assessment, 20 of the students achieved exemplary while only 2 students were at the developing level.

Looking at the male subgroup pre-assessment results, 22% achieved exemplary while 78% were at a developing level. In contrast, only 8% of the females scored exemplary while 92% were at a developing level. As the unit progressed, formative results definitely showed improvement for both subgroups. About 67% of males achieved exemplary and 33% scored acceptable. The female students of the class also showed great progress with 54% achieving exemplary, 38% acceptable, and only 8% developing. Finally for the post-assessment, surprisingly enough, all male students achieved exemplary. In contrast, 85% of females scored exemplary and 15% were at a developing level.

Individual Results

In addition to studying subgroups, I compared the achievement levels of two individual students. QB is a male student who achieved exemplary for almost every assessment (see Appendix E-6 for assessment scores). In contrast, MD is a female student who had difficulty throughout the unit and consistently scored at the developing level (see Appendix E-6 for assessment scores). Looking at their work gave me insight as to what instructional decisions I should modify when teaching this unit again in the future. Looking at QB's post-assessment illustrations and written responses for objective #3 (See Appendix F-1), it's apparent that QB has a clear understanding of what a citizen is and its relationship to a community and culture. In addition, looking at QB's formative assessment, the Rhode Island pamphlet, he followed directions by listing information, creating illustrations, and providing a detailed description of a historical site (see Appendix F-2 and F-5).

Looking at MD's work, she is lacking a lot of information in her post-assessment for objective #3 (see Appendix F-3). It was apparent that she had trouble using words to describe examples of citizen and culture. MD's objective #8 formative assessment had severe spelling errors and lacked significant information. MD had copies of the Rhode Island PowerPoint and her graphic organizer to refer to but her work still wasn't at an acceptable level. Also as part of her formative-assessment for objective #8, she was unable to provide an accurate example of a historical site in Rhode Island (see Appendix F-5).

While examining assessment results more closely, it was apparent that objective #3 was the objective that most students struggled with. Looking at the whole class data results (see Appendix E-3), many of the students were stuck between developing and acceptable levels for

the formative assessment. Fortunately, 16 students ended up scoring exemplary. I think that the concepts of citizenship and culture were definitely challenging for my students since this was their first experience learning about social studies.

At times it was hard for students to identify with topics such as laws, manufactured goods, and occupations. However, I tried to relate the material to topics and communities that I thought students had prior knowledge of such as families, neighborhoods, and sports teams. In reflection, students truly seemed to work best when working with a pair or small cooperative groups. I don't regret using the PowerPoint presentations, but in the future I hope to create more hands-on activities group activities for the lessons related to objective #3.

Judging by the results,(see Appendix E-3), Objective #8 was an objective that most students were able to achieve. I believe that achievement was higher for this objective because the lessons that correlated with the topic were taught towards the end of the unit. In the beginning when objective #3 lessons were taught, I was still developing an understanding of my students' learning styles and what worked best for them. By the time I implemented lessons that correlated with objective #8, I had a better sense of what worked best for my students. The Rhode Island lessons included a lot of cooperative group work and hands-on activities. In addition, I chose to use Rhode Island as an example of a community because it's a topic that all of my students could relate to. Many of the people, places, and things that were mentioned were familiar to my students. In addition, because my students are citizens of Rhode Island, they felt more invested in the activity. I believe that I did a good job of providing my students with several resources and organizational tools in order to achieve this objective. In addition to

having access to library books, pictures, PowerPoint slides, and their graphic organizers, students were given several opportunities to work with peers.

Candidate Reflection on Student Teaching Experience

While student teaching at EGW, I believe there have been a number of experiences that have contributed to my growth and development as a reflective teacher. Learning to establish a classroom management style is perhaps one of the greatest areas I have developed in. One month into my student teaching experience, I realized just how significant classroom management was. On one particular Friday afternoon, my cooperative teacher had to leave for the second half of the day. As a result, I was in control of the classroom for the rest of the afternoon under the supervision of the building ESL teacher. This was my first experience as the main authority figure in the classroom. For the last period of the day, my students and I were going to have a read aloud and then free-write for the remaining time. What I thought would be a pretty low key afternoon soon turned into a three ring circus.

After the read aloud, students had the opportunity to sit around the room in an area of their choice to write independently or with a partner. Within moments, students were talking, fighting, or fooling around. I tried reasoning with the students by giving them a couple verbal warnings before sending them to the board to write their names. Not too long after, two of the students continued to act out and were sent to the behavior chart to flip their card to the next color. Within minutes, one of the students stormed off to a corner of the room to cry while the other student sulked at their desk stating that they hate school.

I left school that afternoon feeling completely defeated. I had trouble understanding what I did wrong or what I could have done differently. I tried using the classroom discipline plans but they didn't seem to work. Weeks before this happened, I spent my time getting to know students and establishing a rapport with them. I thought by this point I was getting along

with them rather well. After much reflection that weekend and a long talk with my cooperative teacher, it became apparent that I needed to focus my attention on gaining my students' respect as an authority figure rather than a playmate at recess. My students liked me but didn't necessarily respect me. I couldn't help but think back to my fall 2009 social Studies practicum where my professor Dr. Cordeiro stated, "You're not there to be their friend; you're there to make them smarter." In the weeks that followed, I worked hard to be consistent in disciplining the students when they weren't demonstrating undesirable behaviors. As a result, I believe my students and I have established a relationship built on mutual respect.

Having the opportunity to teach within the Townie Pride school district during my student teaching experience has also brought to light the importance of collaborating with colleagues. During my time at the EGW School, Townie Pride has introduced a new math curriculum which is driven by the Rhode Island GLEs. This has been a big adjustment for Townie Pride teachers as many math lessons in the past were primarily driven by textbook activities. In addition to collaborating with my cooperative teacher, I've had the opportunity to work closely with the other third grade teacher in the building. Over the past three months, TS and I have collaborated quite a bit while planning math lessons.

Interestingly enough, TS had been a resource teacher for several years until taking over an entire mainstream classroom of her own at the start of this school year. Because we are both relatively new teachers for this grade level, TS and I have helped one another make instructional planning decisions for math. Each week, I create math problems on the computer for my students to complete as morning work or homework. TS has started to do the same and we now find ourselves exchanging lesson plans, worksheets, and other learning tools

throughout the week. In addition to working with my cooperative teacher AMS, It's been of great comfort to have someone like TS who I can go to for support throughout this process. Having the opportunity to reflect upon my instruction with colleagues has allowed me to edit and enhance my instruction in order to meet the needs of my students. In the future, I hope to find additional colleagues that I can collaborate with on a regular basis.

Throughout this experience, I've also come to realize the importance of over planning and having strong content knowledge. In some of my past practicum experiences for reading, science, and social studies, my colleagues and I didn't have teacher edition books readily available to us. When I first started student teaching, I thought the teachers edition books would be the answer to all my problems. Everything I needed such as worksheets or practice problems were right at my fingertips. Once I took over the classroom, I tried using many textbook comprehension activities and worksheets for Reading/Language Arts lessons. While I understood that there was nothing wrong with utilizing textbook materials, I soon found myself going back to my practicum roots by creating language arts activities from scratch. I was prompted to do so after student scores were decreasing due to poor comprehension. This reminded me that not all students are textbook cases who will respond well to any worksheet or activity they're asked to complete.

Math was another area which proved that I needed to spend time "reinventing the wheel." As part of the new math curriculum, students are required to take two assessments during each quarter of the school year. One of our assessments for November was elapsed time. According to Rhode Island's grade three math GLEs, students should be secure in telling time. My students however, were still having some difficulty. To enhance basic time skills, for

a week and a half leading up to the assessment I created time worksheets on the computer for my students to complete as morning work or homework. In addition, I created several elapsed time problems for them to work on. Each morning we would review the problems. Although making the worksheets and practice problems was quite time consuming and frustrating at times, it ultimately helped my students achieve high standards of learning. Out of my 22 students, nine of them achieved exemplary. I was extremely proud of them because in comparison to third grade students in other schools, I had one of the highest groups of students who achieved exemplary. It was so rewarding to see my students go from struggling to identify the hour hand and minute hand to being able to map out and solve problems correctly.

Although I believe I have acquired a great deal of knowledge throughout my student teaching experience at EGW, looking to the future there are a number of skills that I would like to enhance further. I am proud of what I have achieved while teaching my students the new math curriculum, but I would like further professional development in mathematics. More specifically, I hope to attend workshops that will provide me with tools I can use to help students during a math intervention block. I would like to develop instruction that will help low performing students, but also challenge and enrich students who are performing on grade level or higher. In Addition, I would also like further development in reading instruction to help students with fluency and comprehension. In doing so, I believe I will be able to cater to the needs of ELL students and students on PLPs. Finally, while I believe that working with colleagues is of great importance, I would also like to find ways to collaborate with families. I hope to achieve this by being a member of the school improvement team. As a member of the

school improvement team, I'll be working with administration, colleagues, and families to create a positive learning environment where all students have the opportunity to learn.

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APPENDIX A: Assessment Tools

Name: _____ Date: _____

Directions: Read each question carefully and circle the best answer.

Chapter 1 Assessment: *What is a Community?*

1. A group of people who live and work in the same place is called a _____.
 - a. crowd
 - b. pack
 - c. family
 - d. community
2. The people who live in and belong to a community are called _____.
 - a. friends
 - b. partners
 - c. citizens
 - d. pals
3. What people eat, how they speak and dress, and what they believe in are examples of their _____.
 - a. routine
 - b. culture
 - c. schedule
 - d. habits
4. People can visit a _____ to see objects from other places and times, such as clothing or art from the past.
 - a. mall
 - b. museum
 - c. aquarium
 - d. zoo
5. A group of people who make laws for a community, state, or country are known as a _____.
 - a. government
 - b. club
 - c. business
 - d. heritage

APPENDIX A: Assessment Tools

6. The rules that a community makes are called _____.
 - a. obey
 - b. records
 - c. services
 - d. laws

7. The weather that a place has over a long period of time is known as the _____.
 - a. hurricane
 - b. climate
 - c. landform
 - d. rainy place

8. Things that can be bought or sold are called _____.
 - a. goods
 - b. banks
 - c. currency
 - d. services

9. Work that someone does for someone else is called a _____.
 - a. good deed
 - b. service
 - c. favor
 - d. punishment

10. A _____ is another name for a country or area of land that has its own people and laws.
 - a. group
 - b. cluster
 - c. camp
 - d. nation

11. Writing letters and using the telephone are examples of _____.
 - a. playing tag
 - b. communication
 - c. goods
 - d. records

APPENDIX A: Assessment Tools

12. One way to find information about your community is to visit a _____.
- library
 - party
 - aquarium
 - grocery store
13. Someone in a person's family who lived long ago is called a(n) _____.
- member
 - ancestor
 - fossil
 - dinosaur
14. A _____ is the set of values and ways of life passed down from people who lived long ago.
- command
 - rule
 - heritage
 - government
15. The place where an important event took place is called a _____.
- historical site
 - landform
 - region
 - hot spot
16. An organization of community members who are interested in their community's history is called a _____.
- book club
 - citizen association
 - fossil club
 - historical society
17. What state do we live in?
- Massachusetts
 - Rhode Island
 - Connecticut
 - Maine

APPENDIX A: Assessment Tools

- 18.** What city do we live in?
- a. Providence
 - b. Pawtucket
 - c. North Providence
 - d. East Providence
- 19.** Who is the Governor of our state?
- a. David Cicilline
 - b. Patrick Lynch
 - c. Donald L. Carcieri
 - d. Elizabeth Roberts
- 20.** Which city is our state capital?
- a. Providence
 - b. Newport
 - c. East Providence
 - d. Warwick


APPENDIX A: Assessment Tools

Name: _____

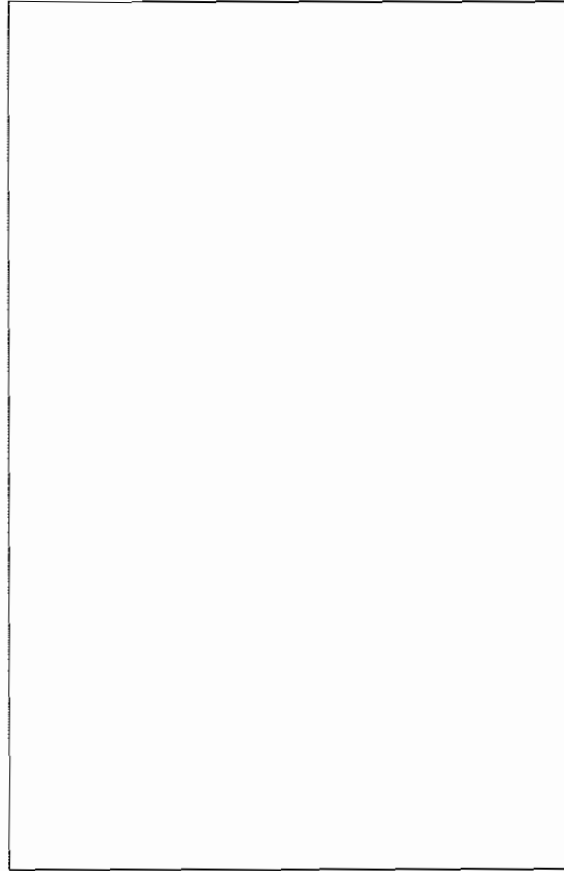
Date: _____

Directions: In the boxes below, draw examples of a citizen, community, and culture. Explain your examples by writing in the lines provided.

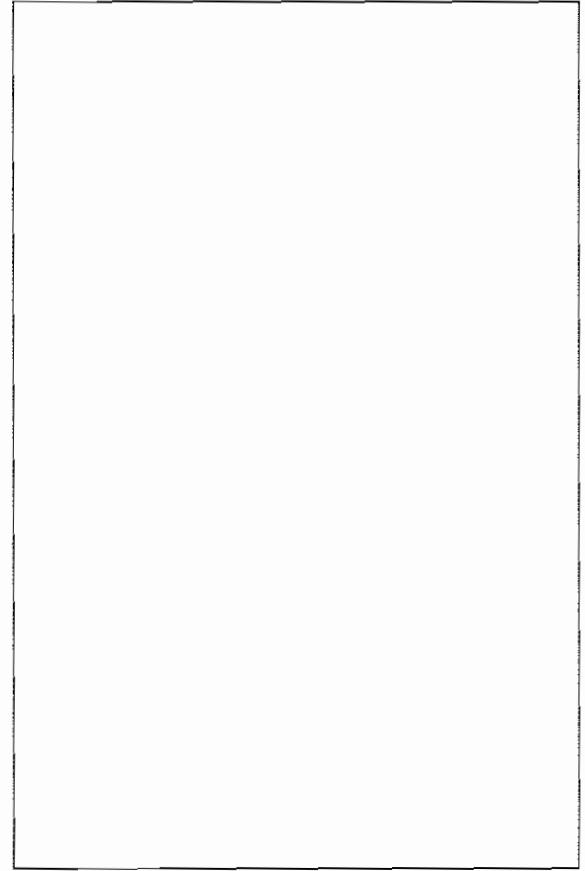
1. Citizen



2. Community



3. Culture



APPENDIX B: Assessment Rubrics

Our Communities Pre-Assessment & Post-Assessment Rubric Fall 2010			
Rating Scale: 8-9 = Exemplary; 7-5 = Acceptable; 1 = Developing			
CRITERIA	EXEMPLARY	ACCEPTABLE	DEVELOPING
1. Demonstrates prior knowledge of a citizen, community, and culture by answering a series of multiple choice questions.	The student was able to answer 18 or more questions out of 20 correctly. 3 pts.	The student was able to answer 15-17 questions correctly. 2pts.	The student was able to answer 14-0 questions correctly. 1pt.
2. Exhibits an understanding of a citizen, community, and culture by illustrating examples.	The student was able to illustrate examples of all three concepts correctly 3pts.	Student was able to illustrate examples of two concepts correctly. 2pts.	Student was able to illustrate one concept correctly. 1pt.
3. Provides accurate examples of a citizen, community, and culture through written explanations.	Student provided accurate written explanations for all three concepts. 3pts.	Student provided accurate written explanations for two concepts. 2pts.	Student provided an accurate written explanation for at least one concept. 1pt.
Student Name:			Score: ___/9

Formative Assessment Rubric Fall 2010	
Score	Criteria
Exceeds 3	Student received 80-100% correct.
Acceptable 2	Student received 70-79% correct.
Developing 1	Student received 69% or less correct.

APPENDIX C: Assessment Checklists

Our Communities Pre-Assessment Checklist Fall 2010

Rating Scale: 7 -9 = Exemplary; 5-6 = Acceptable; 4-3 = Developing

Name of Student	1. Demonstrates prior knowledge of a citizen, community, and culture by answering a series of multiple choice questions.	2. Exhibits an understanding of a citizen, community, and culture by illustrating examples.	3. Provides accurate examples of a citizen, community, and culture through written explanations.	Total
A.A.	1	1	0	2
S.A.	1	1	1	2
B.B.	1	0	0	1
M.B.	2	3	3	8
Q.B.	1	3	3	7
L.C.	1	1	0	2
S.C.	1	3	3	7
J.D.	2	3	3	8
M.D.	1	1	1	3
J.F.	2	3	3	8
N.K.	1	2	2	1
V.L.	2	2	1	5
D.M.	1	1	1	3
S.M.	1	2	2	5
M.M.	1	2	2	5
N.S.	1	3	2	6
M.S.	1	1	1	3
E.S.	1	1	1	3
S.S.	1	3	2	6
J.T.	1	1	1	3
S.V.	1	1	1	3
M.Z.	1	1	1	3

APPENDIX C: Assessment Checklists

Our Communities Formative Assessment Checklist Fall 2010

Rating Scale: 22 - 27 = Exemplary; 17-21 = Acceptable; 9-16 = Developing

Name of Student	Assignment Title									Total
	Coming Together Worksheet	Why Character Counts Worksheet	Community Group Posters	Communities Near & Far Worksheet	How Communities are Different Worksheet	Learning About Your Community Worksheet	Community Study Guide Worksheet	RI Graphic Organizer	RI Pamphlet	
A.A.	1	1	3	1	2	3	1	2	1	15
S.A.	1	3	3	3	1	3	2	2	1	19
B.B.	1	3	3	3	2	3	2	2	1	20
M.B.	2	3	3	3	3	3	3	3	3	26
Q.B.	3	3	3	3	3	3	3	3	3	27
L.C.	1	1	3	1	1	3	1	2	2	15
S.C.	2	2	3	3	3	3	1	3	3	25
J.D.	2	1	3	3	3	3	2	2	2	21
M.D.	1	1	3	3	2	3	2	1	1	17
J.F.	2	2	3	3	1	3	1	3	3	21
N.K.	1	2	3	3	2	3	3	2	3	22
V.L.	2	2	3	3	2	3	2	3	2	22
D.M.	1	1	3	3	1	3	2	1	2	17
S.M.	2	2	3	3	2	3	2	3	3	23
M.M.	2	2	3	3	2	2	2	3	3	22
N.S.	2	3	3	3	1	3	3	3	3	24
M.S.	2	2	3	3	1	3	2	3	2	21
E.S.	3	1	3	2	3	3	3	2	3	23
S.S.	2	1	3	3	1	2	3	3	3	21
J.T.	1	1	3	3	2	3	2	3	3	21
S.V.	2	3	3	3	3	1	2	2	2	21
M.Z.	1	1	3	3	2	1	1	2	2	16

APPENDIX C: Assessment Checklists

Our Communities Post-Assessment Checklist Fall 2010

Rating Scale: 7 -9 = Exemplary; 5-6 = Acceptable; 4-3 = Developing

Name of Student	1. Demonstrates prior knowledge of a citizen, community, and culture by answering a series of multiple choice questions.	2. Exhibits an understanding of a citizen, community, and culture by illustrating examples.	3. Provides accurate examples of a citizen, community, and culture through written explanations.	Total
A.A.	2	3	3	8
S.A.	2	2	2	6
B.B.	1	2	2	5
M.B.	3	3	3	9
Q.B.	3	3	3	9
L.C.	3	1	1	5
S.C.	3	3	3	9
J.D.	3	3	3	9
M.D.	2	1	1	4
J.F.	3	3	3	9
N.K.	3	2	2	7
V.L.	3	3	3	9
D.M.	1	1	1	3
S.M.	3	3	3	9
M.M.	3	3	3	9
N.S.	3	3	3	9
M.S.	3	3	3	9
E.S.	3	3	2	8
S.S.	3	2	1	6
J.T.	3	3	3	9
S.V.	3	2	2	7
M.Z.	1	1	1	3

APPENDIX D: Lesson Plans

Lesson Topic: Introduction to Social Studies & Communities	
Grade Level: 3	
Performance Objectives	<p>After engaging in a whole-class discussion and listening to a read aloud, students will be able to:</p> <ol style="list-style-type: none"> 1. State the definition of social studies 2. Identify basic components of a community as they relate to their everyday lives
Assessment	Interactive questioning will be used throughout the lesson to gauge student understanding.
Instructional Materials	<p>Smart Board KWL Chart <i>What is a Community from A-Z?</i> by Bobbie Kalman Sticky Notes</p>
Instructional Activities	<p>Introduction: 1:40 – 1:50 (10 minutes) Before students learn about communities, it is important that they have a basic understanding of social studies. Through interactive questioning, the teacher will prompt students to come up with a definition for social studies. This whole-class discussion will actively engage students and assess their prior knowledge.</p> <p>To start, the teacher will draw a web on the smart board and write “social studies” in the center. Students will be asked, “What is social studies?” Students’ thoughts and ideas about social studies will be recorded on the web. Students will be prompted to state that social studies is the study of human relationships and the way society works. This includes how people interact with one another, where they live, and how they sustain themselves. Once students have a basic understanding of social studies, we will move on to discuss communities.</p> <p>Engagement: 1:50 – 2:10 (20 minutes) To start our mini-lesson on communities, students will be directed to look at a large KWL chart at the front of the room. The KWL chart will be broken up into three columns: what we know, what we wonder, and what we learned. Students will be called upon to name things that they already know about communities. Students’ current knowledge of communities will be placed in the “know” column as we discuss them.</p> <p>Next, the teacher will read aloud excerpts from Bobbie Kalman’s book, <i>What is a Community from A-Z?</i> This read aloud will provide scaffolding for our next lesson which will cover in greater detail the components of a community and how it operates.</p>

APPENDIX D: Lesson Plans

	<p>Closure: 2:10 – 2:35 (25 minutes) After the read aloud, Each student will receive a sticky note. Students will be instructed to write their name on the back of the sticky note. Next, students will be asked to name some of their “wonders” and write them on the front of the sticky note. The sticky notes will be placed in the “wonder” column of the KWL chart. Wonders are questions or pieces of information that students don’t know or would like to learn more about in relation to communities. After students’ wonders are listed on the chart, the teacher will review the list so that the wonders can be addressed in the following lesson.</p>
<p>Learner Factors</p>	<p>Different charts will be used to organize key concepts in a user-friendly format. The use of the smart board will allow all students to have a clear view of the information presented. Multiple visuals will aid ELL students as they become familiar with the English language and content area.</p>
<p>Environmental Factors</p>	<p>Students will remain seated at their desks for the duration of the lesson. Desks will be placed in the shape of a horseshoe to ensure that students have a clear view of the teacher and will be less likely to become distracted by peers.</p>
<p>Standards</p>	<p>C&G 3 (3-4) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by... a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others’ points of view</u></p> <p>C&G 4 (3-4) –3 Students participate in a civil society by... b. <u>explaining how individuals can take responsibility for their actions and how their actions impact the community</u></p> <p>HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by... a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u></p>

APPENDIX D: Lesson Plans

Lesson Topic: What is a Community?	
Grade Level: 3	
Performance Objectives	<p>After engaging in a whole-class discussion, viewing a PowerPoint presentation, and participating in a small group activity, students will be able to:</p> <ol style="list-style-type: none"> 3. Collaborate with peers to list three ways they can make a difference in a community as active citizens. 4. State one way they can model a PRIDE expectation as citizens of a community. <p><i>PRIDE is an acronym for the behavior expectations at Whiteknact Elementary (Perseverance, Respect, Integrity, Discipline, and Excellence).</i></p> <p><i>Students who display these positive behaviors are rewarded by receiving a paper fish. Students cut off the fish tail and place it in a fish bowl for a chance to win prizes at the end of the week. Names from each grade are pulled from the fish bowl by the principal. This activity will encourage students to actively practice such positive behavior outside of their school environment.</i></p>
Assessment	In addition to participating in a whole-class discussion, students' knowledge will be assessed while working in their small groups. The teacher will review written work on posters and observe student progress as they collaborate with group members and present in front of the class.
Instructional Materials	<p>KWL Chart Smart Board Community PowerPoint Presentation 5 Posters Markers PRIDE "fish" <u>Social Studies: Our Communities</u> by Harcourt School Publishing (Student Textbook)</p>
Instructional Activities	<p>Introduction: 1:40 – 1:50 (10 minutes) Before students learn about communities in greater detail, we will briefly review what they learned about social studies in the last lesson. In addition, we will revisit our "know" column on the KWL chart to review what we already know about communities. Some of the "wonders" will also be read aloud so that we can keep them in mind as new facts about communities unfold during the lesson.</p>
	<p>Engagement: 1:50 – 2:10 (20 minutes) During this portion, students will view a PowerPoint presentation which will introduce them to community topics such as:</p> <ul style="list-style-type: none"> • <i>Who lives in a community? (Citizenship)</i> • <i>Culture</i>

APPENDIX D: Lesson Plans

	<ul style="list-style-type: none"> • <i>Occupations</i> • <i>Businesses (Goods/Services)</i> • <i>Recreational Places</i> • <i>Schools, Museums, and Libraries</i> • <i>Wants & Needs of a Community</i> • <i>Laws/Government</i> <p>Throughout the PowerPoint presentation, the teacher will call upon students to answer questions and share thoughts on the different topics. Questioning during this time will assess student knowledge and provide insight as to which topics require greater clarification.</p> <p>Closure: 2:10 – 2:40 (30 minutes) After the PowerPoint presentation, students will be broken up into five cooperative groups for an activity which will tie together the different elements of a community and the importance of citizenship. Each group will be assigned a particular community (e.g., classroom, entire school, neighborhood, family, or team/club). Working with their group members, students are to list three ways that citizens can make a positive difference as members of their community. Students must tie in concepts that were discussed during the presentation (e.g., communities need hard workers to provide a particular service or citizens in a neighborhood should embrace the differences/cultures of others). In addition, students will be required to name at least one PRIDE expectation they can fulfill in their community (e.g., modeling discipline at home by listening to your parents when they give instructions). Once students compile their list, each group will have the opportunity to present their responses in front of the class.</p>
<p>Learner Factors</p>	<p>The PowerPoint presentation provides multiple visuals which will aid low level readers and ELL students as they become familiar with the English language and content area. Cooperative groupings will work well for kinesthetic learners who are in need of movement. In addition, the cooperative groupings will provide each student with support from their peers.</p>
<p>Environmental Factors</p>	<p>Students will remain seated at their desks for the introduction and engagement of the lesson. Desks will be placed in the shape of a horseshoe for the introduction and engagement to ensure that students have a clear view of the teacher and will be less likely to become distracted by peers. For the small group activity, students will have the opportunity to move about and meet with group members in different areas of the room before presenting their posters in front of the class.</p>
<p>Standards</p>	<p>C&G 1 (3-4) –1 Students demonstrate an understanding of origins, forms and purposes of government by... a. <u>making, applying, and enforcing rules (home, school, community)</u> c. <u>citing examples of services that local and state governments provide for the common good</u></p>

APPENDIX D: Lesson Plans

	<p>C&G 2 (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ... c. <u>exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group</u></p> <p>C&G 3 (3-4) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by... a. <u>exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, and demonstrating an understanding of others’ points of view</u></p> <p>C&G 3 (3-4) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by... a. <u>demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others (e.g., bullying, breaking rules, intruding on others’ space, interference with others’ rights to learn)</u> b. <u>working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal)</u></p> <p>C&G 4 (3-4) –3 Students participate in a civil society by... b. <u>explaining how individuals can take responsibility for their actions and how their actions impact the community</u></p> <p>HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by... a. <u>recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island</u></p>
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APPENDIX D: Lesson Plans

Lesson Topic: Rhode Island, Our Community											
Grade Level: 3											
Performance Objectives	<p>After engaging in a whole-class discussion and viewing a PowerPoint presentation, students will be able to:</p> <ol style="list-style-type: none"> 1. Fill in a graphic organizer using significant information about Rhode Island. 2. Create an informative pamphlet about Rhode Island. 										
Assessment	<p>In addition to participating in a whole-class discussion, students' written work such as the graphic organizer and Rhode Island pamphlet will be reviewed by the teacher using the rubric below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Formative Assessment Rubric</th> </tr> <tr> <th style="text-align: center;">Score</th> <th style="text-align: center;">Criteria</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Exceeds 3</td> <td>Student received 80-100% correct.</td> </tr> <tr> <td style="text-align: center;">Acceptable 2</td> <td>Student received 70-79% correct.</td> </tr> <tr> <td style="text-align: center;">Developing 1</td> <td>Student received 69% or less correct.</td> </tr> </tbody> </table>	Formative Assessment Rubric		Score	Criteria	Exceeds 3	Student received 80-100% correct.	Acceptable 2	Student received 70-79% correct.	Developing 1	Student received 69% or less correct.
Formative Assessment Rubric											
Score	Criteria										
Exceeds 3	Student received 80-100% correct.										
Acceptable 2	Student received 70-79% correct.										
Developing 1	Student received 69% or less correct.										
Instructional Materials	<p>Smart Board</p> <p>Rhode Island PowerPoint Presentation</p> <p>22 Blank Rhode Island Graphic Organizers</p> <p>22 Blank Pamphlet templates</p> <p>5 pamphlet templates with instructions</p> <p>5 copies of the PowerPoint slides</p> <p>Assorted books about Rhode Island</p>										
Instructional Activities	<p>Introduction: 1:40 – 1:50 (10 minutes)</p> <p>Rhode Island is one significant community that the entire class belongs to. In order for students to gain a better understanding of the community in which they live, the teacher will introduce a PowerPoint presentation to highlight significant Rhode Island facts. While some questions about Rhode Island were asked on students' pre-assessment, the teacher will open the lesson by informally asking the students if they know particular facts about Rhode Island such as the name of Rhode Island's Governor, the state nickname, and the state motto. From there, the teacher will tell students that today they'll be learning about those particular facts and more throughout the lesson.</p>										

APPENDIX D: Lesson Plans

	<p>Engagement: 1:50 – 1:25 (35 minutes) During this portion, students will view a PowerPoint presentation which will introduce them to significant Rhode Island topics such as:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 30%;">• Population <li style="display: inline-block; width: 30%;">• State Nickname <li style="display: inline-block; width: 30%;">• State Bird <li style="display: inline-block; width: 30%;">• Climate <li style="display: inline-block; width: 30%;">• Natural Resources <li style="display: inline-block; width: 30%;">• State Shell <li style="display: inline-block; width: 30%;">• State Capital <li style="display: inline-block; width: 30%;">• Manufactured Goods <li style="display: inline-block; width: 30%;">• State Flower <li style="display: inline-block; width: 30%;">• Governor <li style="display: inline-block; width: 30%;">• Crops <li style="display: inline-block; width: 30%;">• State Tree <li style="display: inline-block; width: 30%;">• State Motto <li style="display: inline-block; width: 30%;">• Major Bodies of Water <li style="display: inline-block; width: 30%;">• Interesting Places to Visit <li style="display: inline-block; width: 30%;">• State Flag <li style="display: inline-block; width: 30%;">• States Bordering RI <li style="display: inline-block; width: 30%;">• Historical Sites <p>Throughout the PowerPoint presentation, the teacher will call upon students to answer questions and share thoughts on different topics. Questioning during this time will assess student knowledge and provide insight as to which topics require greater clarification.</p> <p>Closure: 1:25 – 1:40 (15 minutes) Once the PowerPoint presentation is over, students will start working to create an informative pamphlet about Rhode Island. Students will refer to their completed graphic organizers, copies of PowerPoint slides, and assorted Rhode Island books to create the pamphlets. Students will be creating their own individual pamphlet but will be seated in small groups to share materials and ideas with peers. Each cluster will receive a blank pamphlet which will provide prompts on where students should list or illustrate their information. The teacher will circulate around the room to assess student progress and provide assistance as needed.</p>
<p>Learner Factors</p>	<p>The PowerPoint presentation provides multiple visuals which will aid low level readers and ELL students as they become familiar with the English language and content area. Cooperative groupings will provide each student with support from peers. Because this lesson contains a great deal of information, students will be provided with graphic organizers to record significant information. In addition, each desk cluster will receive a copy of the PowerPoint slides in the event they forgot to write something down.</p>
<p>Environmental Factors</p>	<p>Students' desks will be placed in small clusters where students will remain seated for the duration of the lesson. Students who have difficulty seeing the board will be asked to move their seats closer to the front. After the presentation is complete, the teacher will distribute materials such as books, pamphlets, and instructions to each cluster.</p>

APPENDIX D: Lesson Plans

Standards	<p>HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by... a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u></p> <p>HP 2 (3-4) –1 Students connect the past with the present by... a. <u>investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features</u></p>
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APPENDIX D: Lesson Plans

Name: _____

Date: _____

RI's State Capital/Governor

State Motto & Nicknames

Natural Resources

Manufactured Goods

Rhode Island Facts

Crops

Climate

State bird, shell, flower, and tree

Places to Visit/Historical sites

APPENDIX E: Student Learning Charts & Graphs

Table 1

Objective #3 Data: Students will answer written questions to demonstrate an understanding of how a citizen is a member of a community and culture.

Rating Scale: 7 -9 = Exemplary; 5-6 = Acceptable; 4-3 = Developing				
Name of Student	Citizen Pre-Assessment (Multiple Choice, illustrations, written response)	Citizen Formative Assessment (Coming Together Worksheet & Why Character Counts Worksheet)	Citizen Post-Assessment (Multiple Choice, illustrations, written response)	Overall Performance Total
A.A.	1	1	3	5
S.A.	1	2	1	4
B.B.	1	2	1	4
M.B.	3	3	3	9
Q.B.	3	3	3	9
L.C.	1	1	1	3
S.C.	3	2	3	8
J.D.	1	2	3	6
M.D.	1	1	1	3
J.F.	3	2	3	8
N.K.	1	2	3	6
V.L.	3	2	3	8
D.M.	1	1	1	3
S.M.	1	2	3	6
M.M.	1	2	3	6
N.S.	1	3	3	7
M.S.	1	2	3	6
E.S.	1	2	3	6
S.S.	1	2	3	6
J.T.	1	1	3	5
S.V.	1	3	3	7
M.Z.	1	1	1	3

Male Students: Black

Female Students: Red

APPENDIX E: Student Learning Charts & Graphs

Table 2

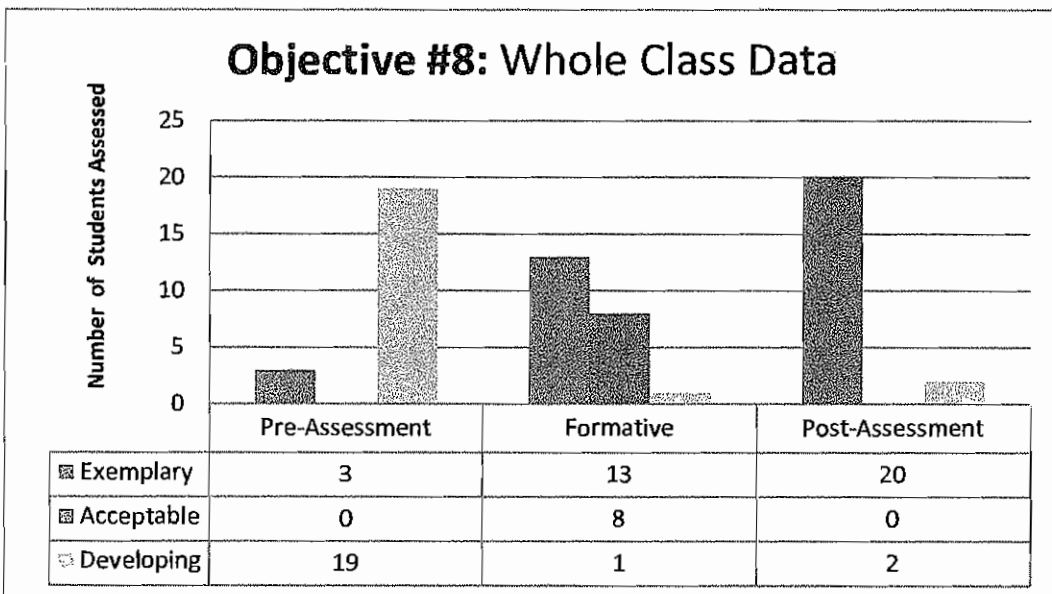
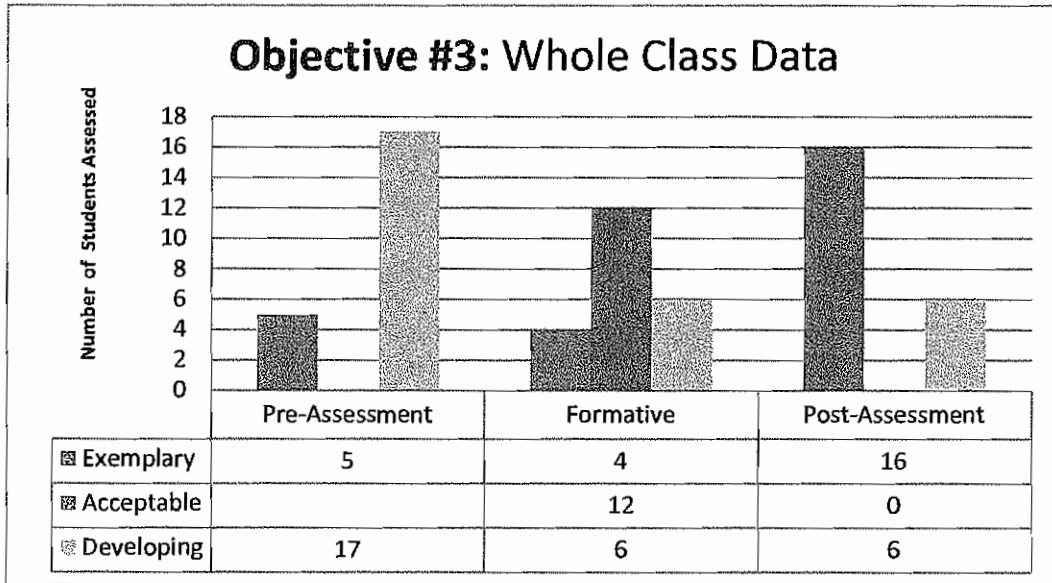
Objective #8 Data: Students will be able to demonstrate an understanding of community and culture as it relates to their personal lives by creating an informative pamphlet about Rhode Island.

Rating Scale: 7 -9 = Exemplary; 5-6 = Acceptable; 4-3 = Developing				
Name of Student	Rhode Island Pre-Assessment Multiple Choice Questions	Rhode Island Formative Assessment (Graphic Organizer & Pamphlet)	Rhode Island Post-Assessment Multiple Choice Questions	Overall Performance Total
A.A.	1	2	3	6
S.A.	1	2	3	6
B.B.	1	2	1	4
M.B.	3	3	3	9
Q.B.	1	3	3	7
L.C.	1	2	3	6
S.C.	1	3	3	7
J.D.	3	2	3	8
M.D.	1	1	1	3
J.F.	1	3	3	7
N.K.	3	3	3	9
V.L.	1	3	3	7
D.M.	1	2	3	6
S.M.	1	3	3	7
M.M.	1	3	3	7
N.S.	1	3	3	7
M.S.	1	3	3	7
E.S.	1	3	3	7
S.S.	1	3	3	7
J.T.	1	3	3	7
S.V.	1	2	3	6
M.Z.	1	2	3	6

Male Students: Black

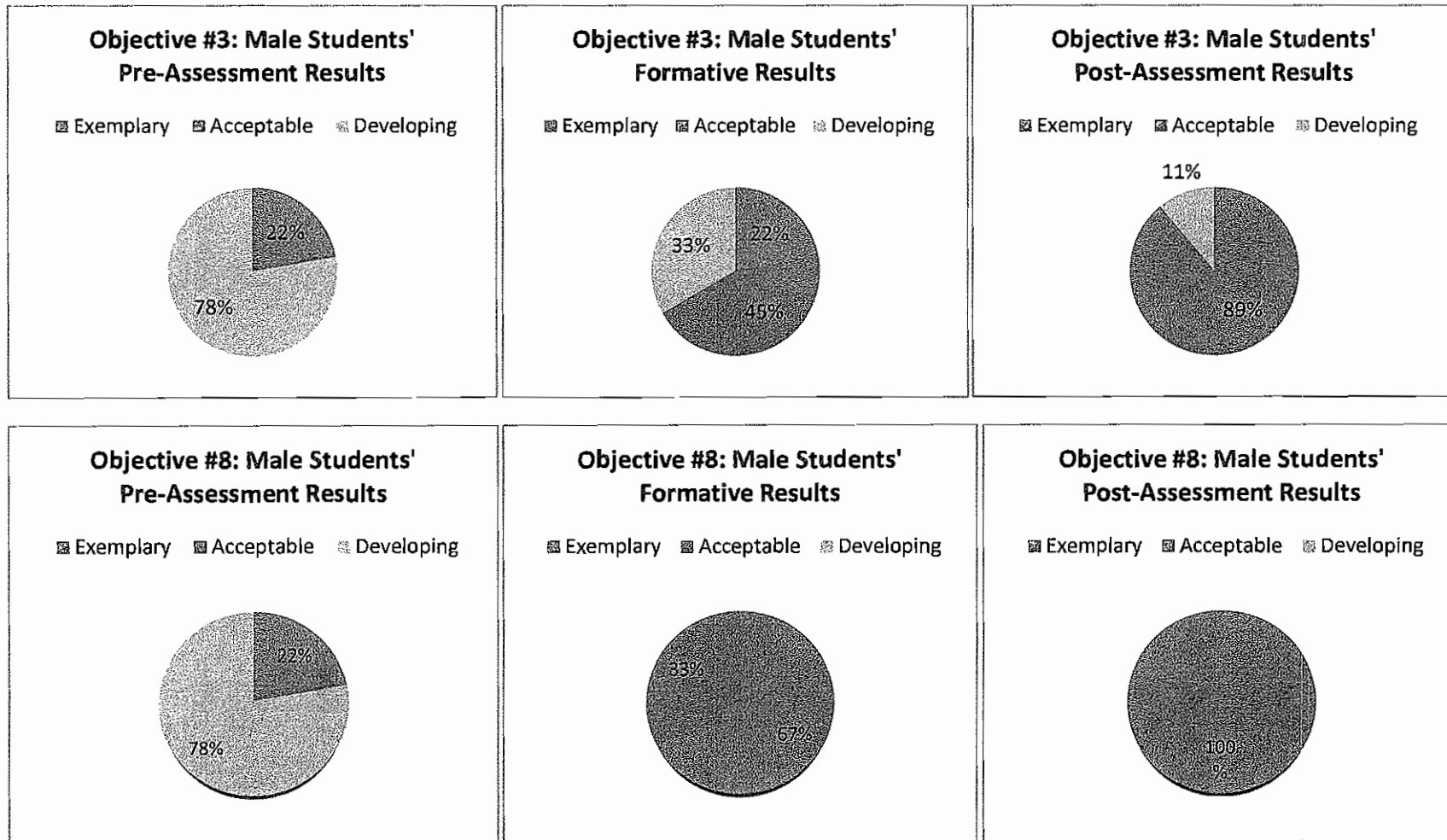
Female Students: Red

APPENDIX E: Student Learning Charts & Graphs



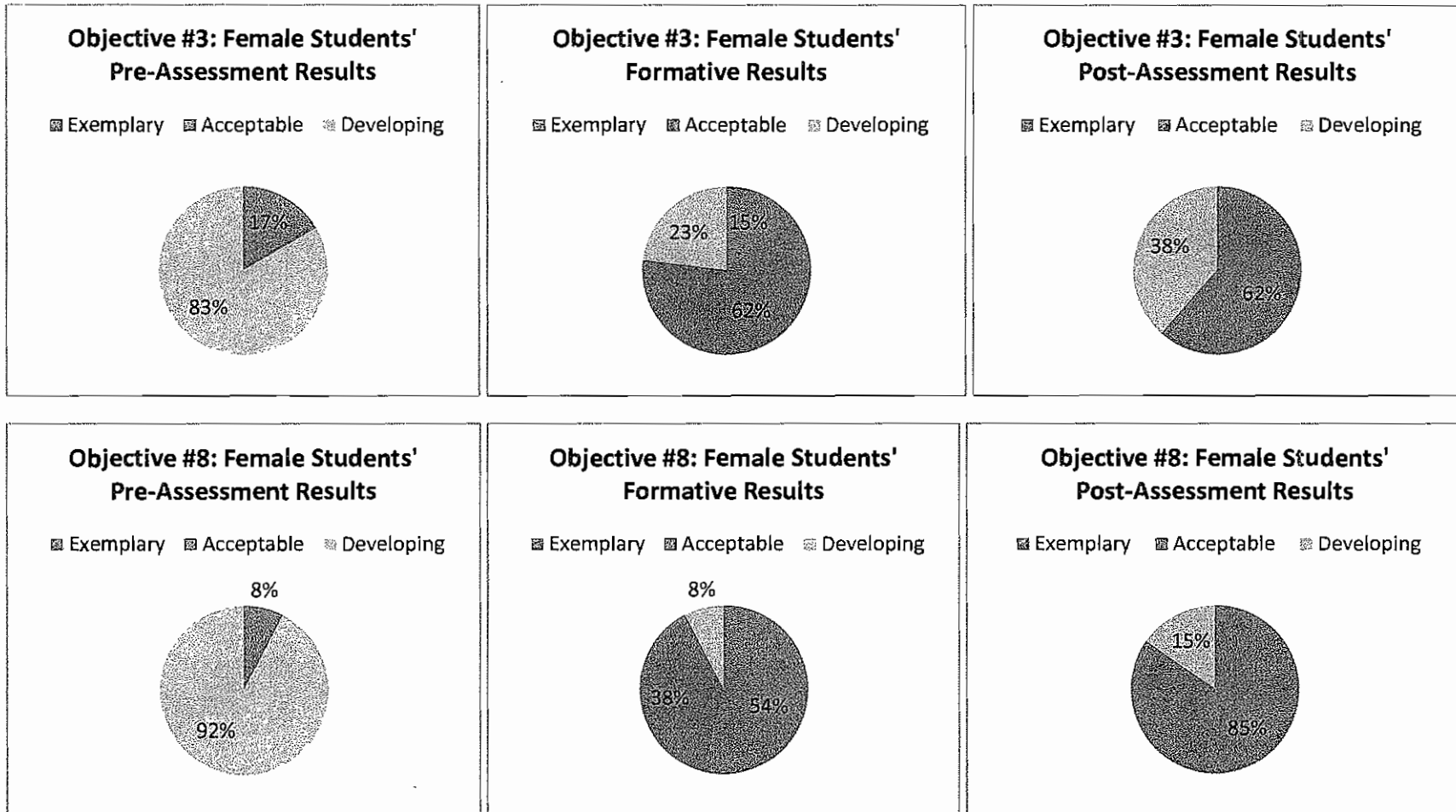
APPENDIX E: Student Learning Charts & Graphs

Male Subgroup Data



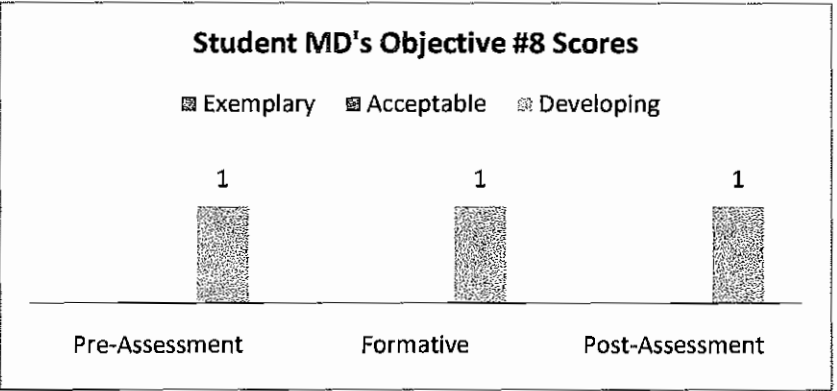
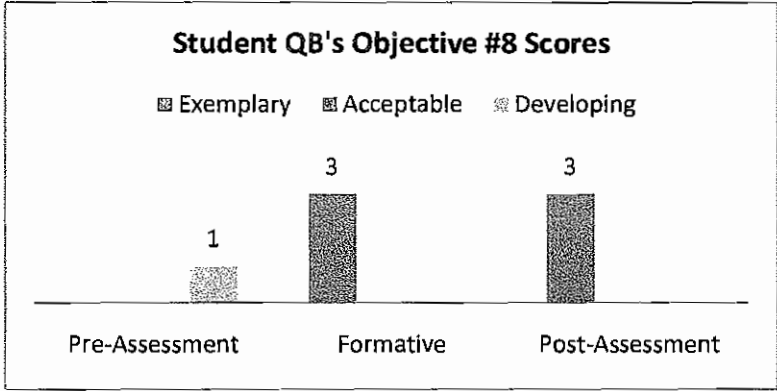
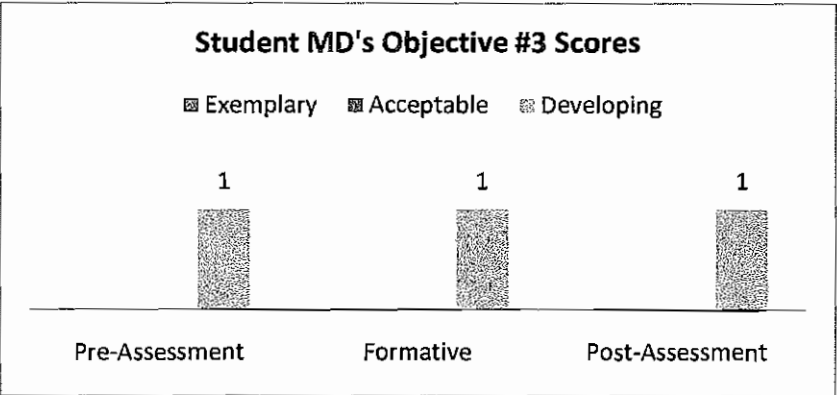
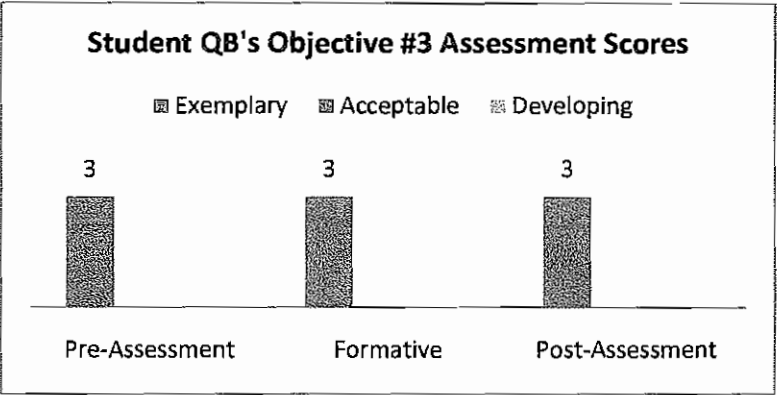
APPENDIX E: Student Learning Charts & Graphs

Female Subgroup Data



APPENDIX E: Student Learning Charts & Graphs

Individual Student Data



APPENDIX F: Student Work Samples

QB Objective #3 Post-Assessment

Name:

Date: 10-20-10

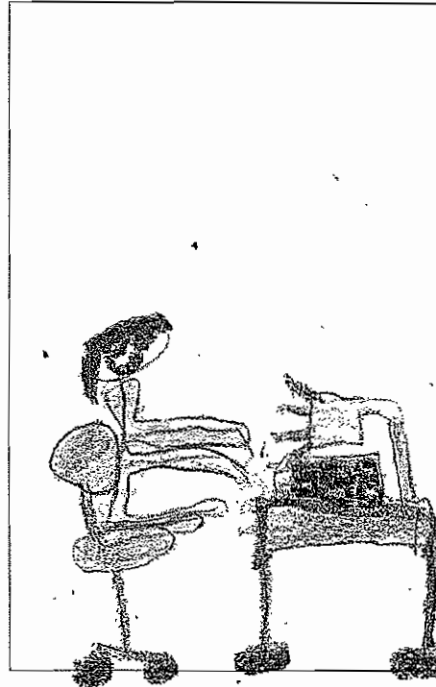
Directions: In the boxes below, draw examples of a citizen, community, and culture. Explain your examples by writing in the lines provided.

1. Citizen



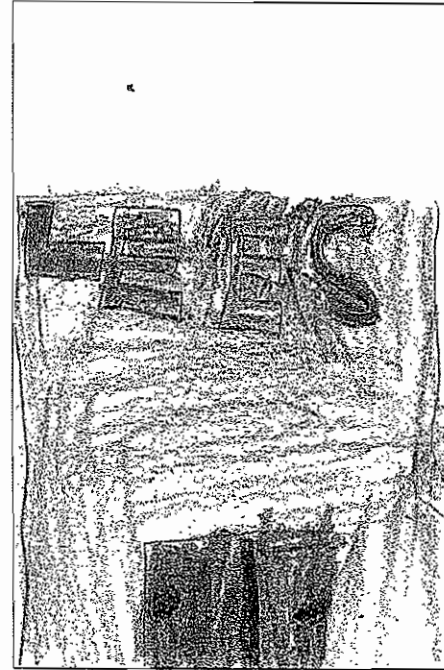
A citizen is someone who is in a large or small group or community.

2. Community



A community is a large or small group of people who live together.

3. Culture



A culture is like the way people dress, how they eat and how they celebrate.

Rhode Island Facts

Date Founded: May 8th 1790

State Capital: East Providence

Governor: Donald Carcetti

State Motto: HOPE

State Nickname(s): Little Rhody Ocean State

Climate: hot summers - cold winters

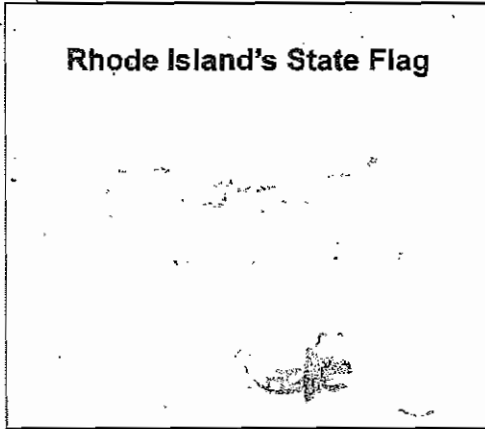
State Bird: Rhode Island Red

State Flower: Violet






State Tree: red maple

State Shell: Quahog


Rhode Island's State Flag



Rhode Island's Manufactured Goods

boats 
submarine 
parts 
jewelry 
toys 

Rhode Island's Natural Resources

lobsters
and clams
sand
gravel
granite

countertops
sand
gravel
lobsters
and clams

APPENDIX F: Student Work Samples

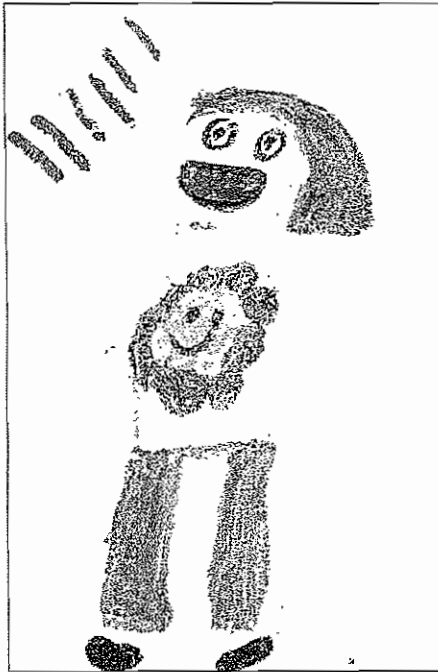
MD Objective #3 Post- Assessment

Name: _____

Date: 10-20-10

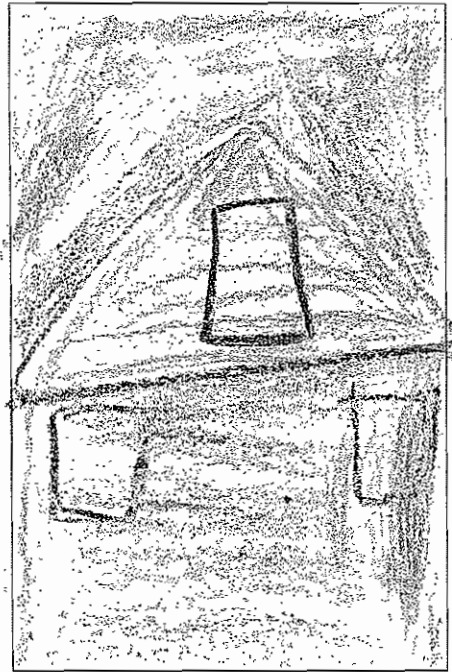
Directions: In the boxes below, draw examples of a citizen, community, and culture. Explain your examples by writing in the lines provided.

1. Citizen



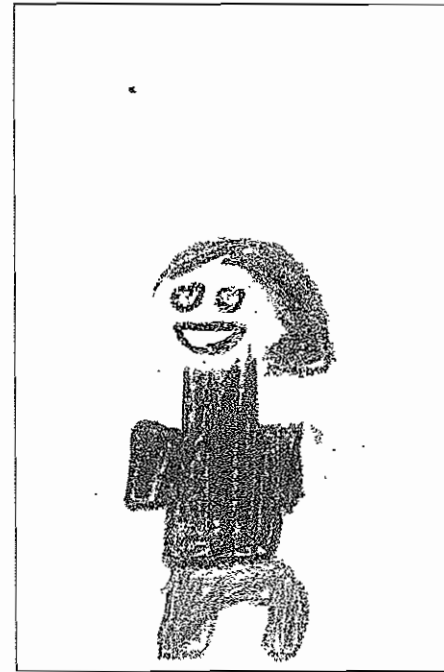
A Citizen is
how some work
how gasp to
tecker if they
wont to Be a tecker.
they go to school
and pick acls.

2. Community



A Community
is were some
one lives and
bus.

3. Culture



a Culture is
were pepel
work. and
the

APPENDIX F: Student Work Samples

**MD Objective #8 Formative
Assessment**

Date Founded:
May 29 1790

State Capital:
Providence

Governor:
Donald Cochran

State Motto:
Donald Cochran

State Nickname(s):
The Ocean State

Climate:
mishere over water

State Bird:
Rhode Island Red

State Flower:
Violet

State Tree:
Red Maple

State Shell:
Quog

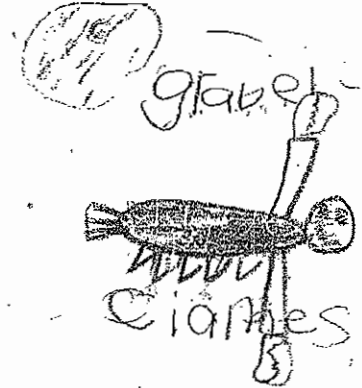
Rhode Island's State Flag



**Rhode Island's
Manufactured Goods**

boats
toys
Sudphen
Parts

**Rhode Island's
Natural Resources**

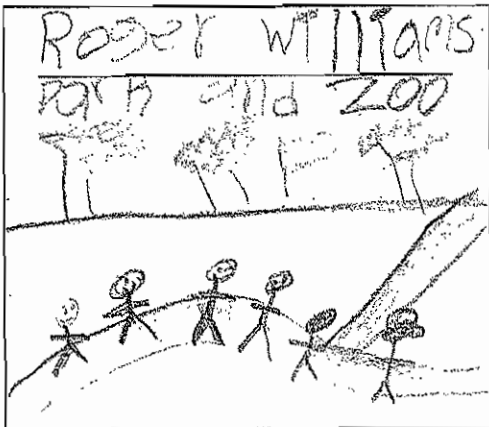


Granite



APPENDIX F: Student Work Samples

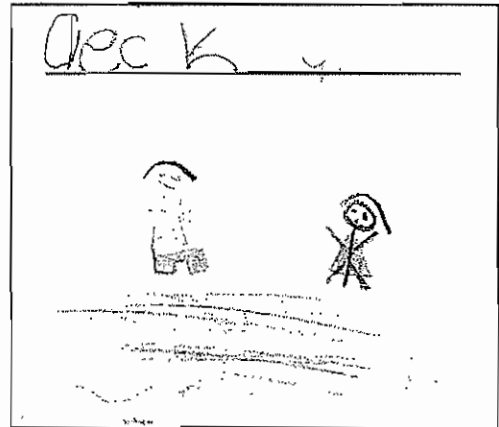
Places to Visit/Historical Sites



Roger Williams
Park and Zoo
is the first
zoo in our
small town.
did you know
that was the
the smallest
started the
world you can
see all different
kinds of
animals even
dangerous species.

QB Objective #8
Formative Assessment

Places to Visit/Historical Sites



people like going to
the beach to see
they like go
swimming a lot
and they like
to build a sand
castle and some
times they
like tanning
and some people
don't like going
to the beach
and going fish
ing on the
boat.

MD Objective #8
Formative Assessment