



CURRICULUM AND PLANNING

PARTICIPANT HANDBOOK



Training For Primary School Teachers In Crisis Contexts

PARTICIPANT HANDBOOK

Table of Contents

MODULE 4: Curriculum and Planning	6
Session 1: Using Curriculum	
Session 2: Long Term Planning and Learning Objectives	
Handout 4.2A - Scheme of Work (Part 1).....	12
Handout 4.2B - Action Verbs for SMART objectives.....	13
Handout 4.2C - Scheme of Work (Part 2)	
Session 3: Lesson Planning	
Handout 4.3A - Lesson Planning Guide.....	14
Handout 4.3B - Lesson Plan Analysis (Example 1).....	16
Handout 4.3C - Lesson Plan Analysis (Example 2).....	17
Handout 4.3D - Lesson Plan Template (Blank).....	18
Handout 4.3E - Lesson Plan Template (Example).....	19
Handout 4.3F - Lesson Plan Template (Blank).....	22
Session 4: Making Lessons Relevant and Meaningful	
Handout 4.4A - Example Lesson in Module.....	23
Handout 4.4B - Local Resource List.....	24
Session 5: Assessment	
Handout 4.5A - Assessment in the Classroom.....	25
Handout 4.5B - Venn Diagram Continuous Assessment vs. Summative Assessment.....	26
Handout 4.5C - Student Work Assessment Thought Chart.....	27
Handout 4.5D - Continuous Assessment Strategies.....	28
Handout 4.5E - Continuous Assessment Toolkit.....	32
Handout 4.5F - Different Methods and Examples of Summative Assessments.....	33
Handout 4.5G - Summative Assessment Unit Plan.....	35
Additional Reflection, Collaboration and TLC Activities	36

Handout 4.0 - Skills and Strategies Worksheet

MODULE 4: Curriculum and Planning

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do not have this skill. Need to learn or develop.



I use this skill a little. Need to develop more.



Have an average amount of this skill.



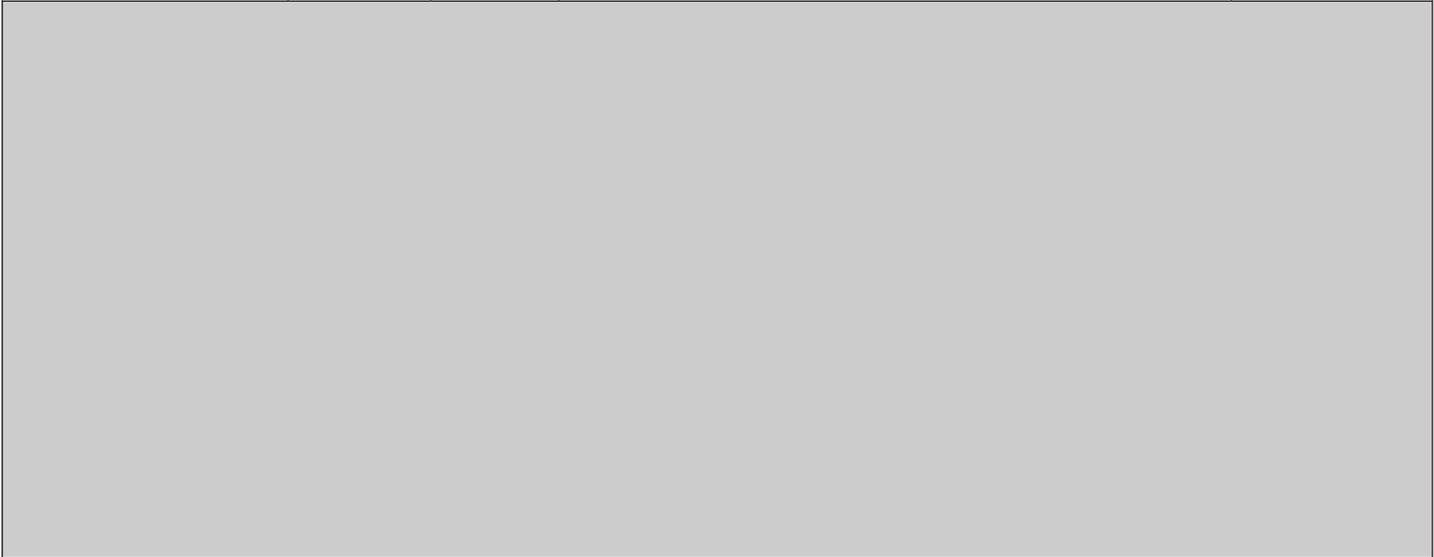
I use this skill in the best way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: The assessments at the end of each of my lessons will match my objectives.			<ul style="list-style-type: none"> • My objectives will be SMART so that the assessments in my scheme of work can accurately explain "what" I want my students to know and "how" I will measure my students' progress. 	

1				
2				
3				
4				
5				
6				



STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: _____

Action Plan:

Area for Growth: _____

Action Plan:

STEP 3: REFLECTION & COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

Take action in the classroom.

Handout 4.2A - Scheme of Work (Part 1)

A Sample Frame for a scheme of work

Subject: _____

Year _____

Term _____

Name of Instructor: _____

Date of preparation: _____

Date of revision: _____

Week	Lesson	Unit / period	Topic	Learning Outcomes / Competences	Content	Methods	Learner's activities	Teaching/ learning aids	References	Remarks

Handout 4.2B - Action Verbs for SMART objectives

Add more verbs to this list as you think of them.

Analyze
Count
Calculate
Compare
Contrast
Classify
Categorize
Characterize
Debate
Define
Defend
Demonstrate
Describe
Determine
Differentiate
Experiment
Explain
Evaluate
Group
Illustrate
Label
Make
Measure
Order
Practice
Perform
Predict
Read
Summarize
Sound
Spell
Write

Handout 4.3A - Lesson Planning Guide

Our Lesson Plan Criteria

The key characteristics of a good lesson are...

- 'I do, We do, You do'.

Our Lesson Plan outline

Subject: _____ Teacher: _____ Date of Lesson: _____

Topic: _____ Class: _____ Time: _____

Day	Duration	Date	Class	Subject	Time	No of Learners		Total
						Boys	Girls	

Topic:

Subtopic:

Learning Outcomes:

Competences:

Methods:

Resources

			ACTIVITIES				
STAGE	Time	CONTENT	Teachers	Learner's	TEACHING AIDS	REMARKS	WAYFORWARD
Introduction							
Topic Orientation							
Development							
Development II							
Consolidation							
Conclusion							

Handout 4.3B - Lesson Plan Analysis (Example 1)

What are the strengths and weaknesses of this plan?

Subject: Literacy

Topic: Adjectives

Time: 40 Minutes

Teacher: Mary Olewo

Class: Grade 3

Date of Lesson: 9th January 2017

Lesson Objectives:		Teacher's Notes:	
<ul style="list-style-type: none"> Students will be able to explain why adjectives improve writing. Students will be able to use adjectives in their own writing. 		<ul style="list-style-type: none"> Materials - Notebook paper, chalk. Make sure John is sat near the front of the board so that he can see clearly. 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – Engages students and connects to prior learning	<ol style="list-style-type: none"> On the board draw a sketch of your community. Ask students to think independently about how they would describe their community. Ask students to work in pairs to make a list of words to describe their community. Call on several students to share their ideas. Add these ideas around the diagram. Ask students to add any words they didn't think of to their list. 	<ol style="list-style-type: none"> Think independently about their community Work with their partner to list adjectives Contribute ideas to group discussion and add new ideas to own list. 	10 Mins
Development and Consolidation Includes the main learning points of the lesson, questions	<ol style="list-style-type: none"> Give students the definition of an adjective and ask them to write this in their notebook. Ask students to look at their list of words – which of these are adjectives? Model 2 examples on the board and then ask students to circle the adjectives in their own lists. Read two descriptions of your community to the class; one with adjectives and one without. Ask students to compare the two - why is the second paragraph so much better? Use think pair share, and then ask students to write down the answer in their notebook. Ask students to write their own paragraph describing their community. The person who includes the most adjectives will get a reward point. 	<ol style="list-style-type: none"> Write the definition in notebook. Work out which of the words on their list are adjectives. Listen to the stories and work out the difference. Write their own paragraph with as many adjectives as they can. 	25 Mins
Conclusion – Assesses student learning and ties the lesson together	<ol style="list-style-type: none"> Instruct students to swap notebooks with the person next to them. Tell them to read each other's paragraph and to write a positive comment at the bottom. Then ask them to add up the total number of adjectives and to write it at the bottom. Walk around and make sure students are on task and answer any questions Find out which student has the most adjectives and award them. Tell students that next lesson we will learn about different types of adjectives. 	<ol style="list-style-type: none"> Assess their partner's work. 	5 Minutes

Handout 4.3C - Lesson Plan Analysis (Example 2)

What are the strengths and weaknesses of this plan?

Subject: Geography

Topic: Weather

Time: 40 Minutes

Teacher: Abdu Abasi

Class: Grade 3

Date of Lesson: September 16th 2016

Lesson Objectives:		Teacher's Notes:	
<ul style="list-style-type: none"> Students will understand types of weather. Students will know how the weather affects them 		<ul style="list-style-type: none"> Textbook 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – Engages students and connects to prior learning	<ul style="list-style-type: none"> Teacher gives a lecture about what students learnt last lesson about the different types of weather. Ask pupils closed questions about last lesson. Whole class to shout their response. 	<ul style="list-style-type: none"> Students should sit and listen to the lesson Students shout yes or no in response to the teacher's questions. 	20 Mins
Body – Includes the main learning points of the lesson, questions	<ul style="list-style-type: none"> Read aloud from the textbook about types of weather and how it affects people's everyday lives. 	<ul style="list-style-type: none"> Students sit and listen 	10 Mins
Conclusion – Assesses student learning and ties the lesson together	<ul style="list-style-type: none"> Write three questions on the board about what you have just read. 	<ul style="list-style-type: none"> Students should answer the questions in their notebook. 	10 Mins

Handout 4.3D – Check for Understanding Template (Blank)

What are the strengths and weaknesses of this plan?

Subject: _____ Topic: _____ Time: _____

Teacher: _____ Class _____ Date of Lesson _____

Lesson Objectives:		Teacher's Notes:	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – Engages students and connects to prior learning			
Body – Includes the main learning points of the lesson, questions			
Conclusion – Assesses student learning and ties the lesson together			

Handout 4.3E – Check for Understanding Template (Example)

These are some example activities to help you plan lessons. You have covered many more in your training. Remember, also think about differentiation, inclusion and checking for understanding.

Introduction - engage and motivate students with their learning

Review Ask students a question that they should be able to answer with knowledge from a previous lesson. After they have solved this opening problem and recalled relevant skills, then introduce the new lesson.	A Puzzle Have a puzzle ready on the board that is connected to the lesson. Ask students to try and work out the puzzle on their own as soon as they enter the classroom	Brainstorm Ask students to list all of their ideas about a new topic or idea. You can even make it a competition to see who can come up with the most ideas.	Story Tell a story that engages students and introduces the topic of the lesson.
Quick-Write Ask students to write down everything they know about the topic already. At the end of the lesson they can come back to this and see how much more they know now.	Game! Play a quick game to wake students up! Rock paper scissors, tic tac toe, Sudoku, etc.	Value Spectrum Make a value statement. Have students stand on one side of the room if they agree. The other side of the room if they disagree. Students that are indecisive can stand in the middle. Have students from each group explain their position.	Create a Know/Want/Learned Chart Given a topic, have students identify what they already KNOW, what they WANT to know, and at the end of class, have them identify what they have LEARNED

Main Body - introduce the new material and give students time to practice.

<p><u>Drawings</u> Ask students to draw a representation of a story they just heard, an historical event, or a concept they learned in science can be challenging and fun at the same time. It allows students to be creative and addresses students multiple learning styles.</p>	<p><u>Small Group Discussion</u> Pose discussion questions to small groups and allow them time for discussion. Once students have finished you can ask one student from each group to explain to the class what they talked about in their groups.</p>	<p><u>Role-play/Skits</u> Ask students to act out a scene from a story or create their own skit to demonstrate or practice a concept. Students can share their skits with the class once they have finished creating them.</p>	<p><u>Write Stories/Poems/Songs</u> Allowing students to create their own stories/poems or songs based on what they have been learning. When students are done they can share their stories with their partner or you can collect them and read them to check for understanding.</p>
<p><u>Visual</u> Demonstrations Demonstrate the new skill or topic for/with the class to bring it to life - this could be a science experiment, a maths concept, or a literacy skill.</p>	<p><u>Thought Maps</u> 1) Concept Maps 2) T-charts to show similarities and differences 3) Venn Diagrams to show similarities and differences 4) Flow diagrams to show the key steps in a story or process</p>	<p><u>Value Spectrum</u> 1) Think-Pair-Share 2) Whole Class non-verbal response 3) Open questions and problems to solve on the board. 4) Similarities/ Differences T-chart</p>	<p><u>Create a Know/Want/Learned Chart</u> Give students the opportunity to prepare and present to their classmates on a given topic. You can also guide your students in the art of debating to help them develop and present their opinion effectively.</p>

Conclusion - introduce the new material and give students time to practice.

<p><u>Exit Ticket</u></p> <p>At the end of a class you can ask students a few questions about the day's lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students' understanding.</p>	<p><u>Summarizing</u></p> <p>This is a really important skill and useful way to check for understanding. Students can summarize what they learned for the day. Teachers can give them specific topics to summarize or can give them word limits (Eg. 20 word summaries).</p>	<p><u>Quick-Write/ Quick- Draw</u></p> <p>Ask students to write down everything that they have learnt about today, or to answer a question about their learning. Students draw two or three concepts presented in the lesson. Pictures can include words and numbers.</p>	<p><u>3,2,1</u></p> <p>Students write 3 things they learned, 2 things they have a question about, 1 thing they want the teacher to know.</p>
<p><u>Gallery Walk</u></p> <p>Students or groups create a graphic representation of what they have learned and post them around the room. Students can view each graphic by moving around the classroom – writing questions or comments, noting similarities and differences, etc..</p>	<p><u>I care because...</u></p> <p>Students explain the relevance of a concept to their life or how they might use a new skill.</p>	<p><u>Journal Entry</u></p> <p>Each day students write about 2 things they learned in their own notebooks.</p>	<p><u>Quiz</u></p> <p>Students answer quiz questions about the content of the lesson - they can work in groups to make this more fun, or they can make the quiz questions themselves and test their partner.</p>

Handout 4.3F – Check for Understanding Template (Blank)

What are the strengths and weaknesses of this plan?

Subject: _____ Topic: _____ Time: _____

Teacher: _____ Class _____ Date of Lesson _____

Lesson Objectives:		Teacher's Notes:	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – Engages students and connects to prior learning			
Body – Includes the main learning points of the lesson, questions			
Conclusion – Assesses student learning and ties the lesson together			

Handout 4.4A - Example Lesson in Module

Write down at least 3 things that makes this an example of good teaching.

In a Science class at Kismayo, the teacher began a lesson about heat transfer.

To start the lesson the teacher wanted to connect the lesson to the everyday lives of the refugee students. So on the board he drew examples of heat conductors that were familiar to students in the camp. Students played a game to work out whether each example was a good or bad conductor of heat and why.

Second, the teacher showed the class a piece of metal and asked what would happen if you put it over a candle. "Can you hold the metal after 10 minutes? Can you do it?" He then answered his own question: "No, maybe hold it for 2 minutes, but after conduction happens, no."

The next step of his lesson was to share with the students stories that they could relate to. For example, one story he shared was this:

Mr. Kalulu went to the market and bought a colorful vessel, but it was made of plastic. After he set it out to heat his water for his tea, he came back and found that it was gone. He thought someone had bewitched him, but, no. Mr. Kalulu had just made bad choices.

He then used open questions and think-pair-share to encourage students to explain what had happened to his water jar. The students then used diagrams and their own words to explain heat transfer in their notebooks.

Finally, the teacher concluded the lesson by asking students to bring in examples the following day of good/poor heat conductors to be used as part of a practical training exercise in the next lesson."

Handout 4.4B - Local Resource List

Material resources

- Rocks
- Bottle caps
- Paper

Teaching-aids

- Alphabet cards
- Multiplication table
- Map

Animals and plants

- Leaves
- Animal products
- Vegetables

Human resources

- Head teacher
- Community members

Curriculum resources

- Textbooks
- National curriculum

Cultural resources

- Songs
- Language
- Festivals

Handout 4.5A - Assessment in the Classroom

As the facilitator reads the story, take a few minutes to underline any examples of assessment in the story. After you are finished, share your thoughts with the person next to you. Explain why these are examples of assessment.

Effective Continuous Assessment [1]

A language teacher begins her lesson by asking her students to reflect on their last lesson by listing the key features of a story. As they make their lists she moves around the room to identify if any students are struggling. She then calls on the students to name one thing from their list until they cover all of the parts. The teacher then reads a story to the students. She asks student to explain the main idea and supporting details to the person sitting next to them and then asks one or two students to explain these ideas to the class to make sure to check for understanding. The teacher instructs her students to read the story again and to answer the questions on the board individually. After that the teacher divides the class into small groups - they each need to present what they see as the main idea of the story on poster paper. One student from each group presents his/her group answers.

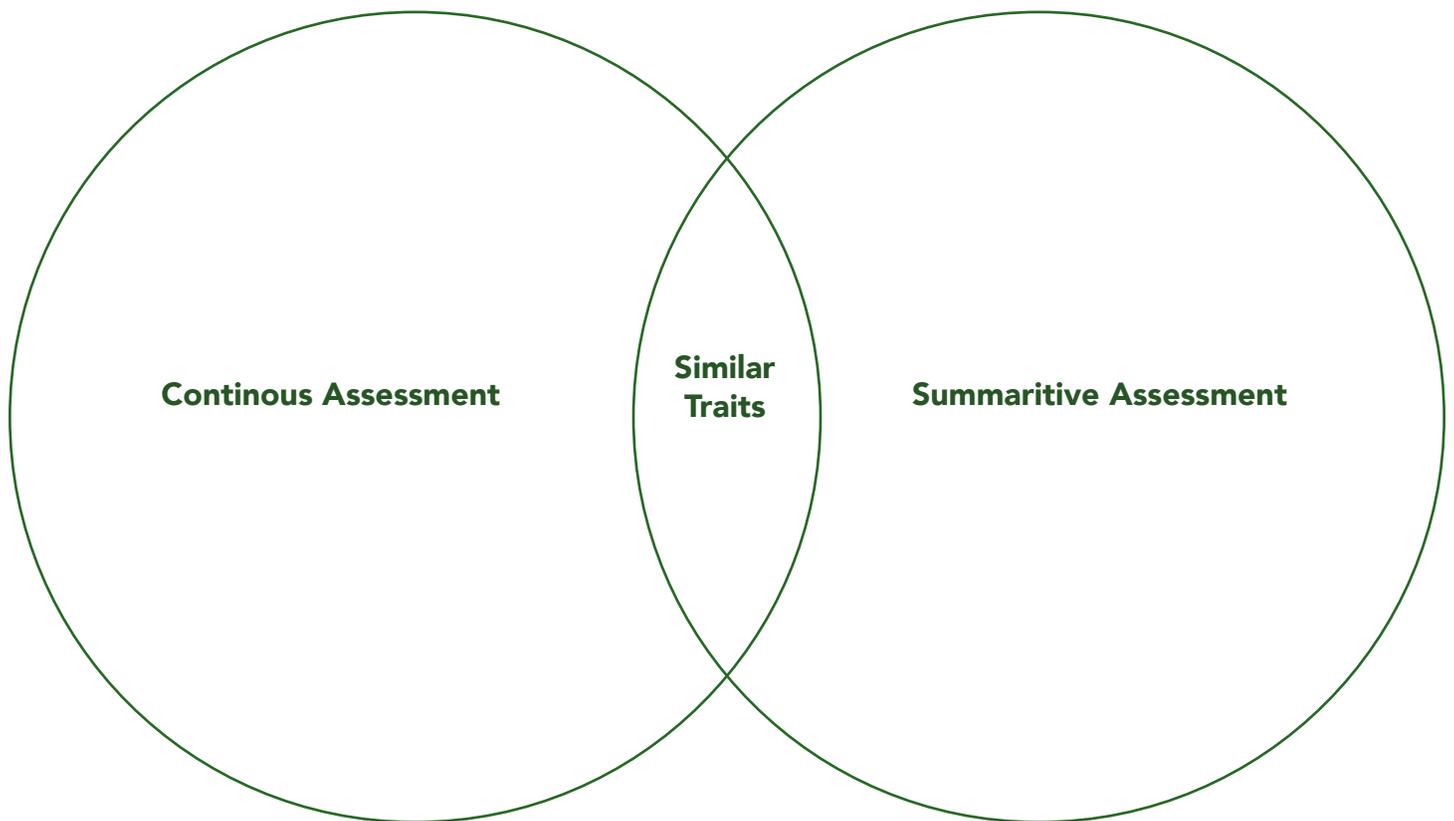
As students were discussing the answers in small groups the teacher walked around and observed students in their groups. She was able to identify several groups of students who were having difficulty understanding the concepts in the story. As the lesson was nearing the end, she asked the students to look at the various groups' answers about the main idea, to select the one that they thought was the best answer, and to write down why they made the choice they did. She had students answer using an Exit Ticket – pieces of paper on which students wrote their individual answers and then handed to her as they left the classroom. This approach provided her with a quick way to review student thinking at the individual level, thus providing information that she could use to shape the next day's lesson.

This lesson helped prepare students for their upcoming national exam where they will have to identify the main idea in a story.

[1] Wylie, E.C. (2008). Formative assessment: Examples of practice. Washington, D.C.: Council of Chief State School Officers

Handout 4.5B - Venn Diagram Continuous Assessment vs. Summative Assessment

Directions: Complete the Venn diagram with your partner by filling in traits that are unique to continuous assessment and traits that are unique to summative assessment in the outer circles while filling in traits that are similar to both in the middle section



Handout 4.5C - Student Work Assessment Thought Chart

Using the student work that you brought with you or the 'Overview of Active and Engaging Teaching Strategies' worksheet from the beginning of the session complete the following thought chart.

<p>1. Describe the assignment you are reviewing. How can you use it to assess this student's understanding and learning?</p>	<p>2. What does this assignment tell you about the student who is writing it? What are his/her strengths and weaknesses?</p>
<p>3. How would you change instruction to help this student? How might you challenge them if they understand the material and how might you alter instruction to help them if they are struggling with the material?</p>	<p>4. Do you think this was a strong tool for assessing student understanding? Why or why not? What could you do to make it better?</p>

Handout 4.5D - Continuous Assessment Strategies

There are numerous ways to continually assess your students. Ongoing assessment should become routine in your classroom to understand what students understand and how to guide your practice. It is important to use multiple forms of continuous assessment to give students different ways to express their learning as some may have different learning styles.

Non- verbal / Non- written Cues	STRATEGY
	1. Thumbs Up/Thumbs Down
	Students will give a thumbs up for yes or a thumbs down for no. Students can also give a thumbs up for being ready to move on or a thumbs down for not being ready. The only drawback is some students who are not good judges of readiness.
	2. Fist to Five
	Students indicate their confidence level with material being presented by displaying a number from zero (fist) to five. The teacher can re-teach students who are at a 1 or 2, and those at a 4 or a 5 can receive a more challenging problem to complete.
	3. Show Me, Don't Tell Me
	The teacher demonstrates and explains a gesture to represent a concept, idea or definition. The teacher then checks for understanding by telling the students to "show me, don't tell me." This works well if you've taught signals for different vocabulary words. Students can "show" the answer in unison as you read a definition aloud.
	4. Take a Stand
	Teacher presents an issue and designates opposite sides of the room as opposing viewpoints. Students choose where to stand on the continuum based on their personal beliefs. This works well for controversial issues or before/ after a debate.
	5. Four Corners
Teacher labels the four corners of the room A,B,C, and D for multiple choice questions or strongly agree, agree, strongly disagree, or disagree for opinion-based questions. When given a cue, students move to the appropriate corner to answer the question.	
Additional Notes:	

Partner/ Group Work

6. Tell Your Partner/Check your partner

Teachers have students tell their partner the answer or explain the new material. In order for this to be effective, partners should be assigned numbers or letters to take turns.

7. Think-Pair-Share

Ask students a question. Have students think of their answers individually for several minutes then discuss their answers with a partner. After several minutes ask partners to share what they talked about. Useful for difficult questions.

8. Small Group Discussion

Pose discussion questions to small groups of 4-6 students and allow them time for discussion. Walk around the room and monitor the students' discussions to check for understanding. Once students have finished you can ask one student from each group to explain to the class what they talked about in their group.

9. Whiparound

Whiparounds can be used to provide examples, give "I agree" or "I disagree" statements, or list key points. You point at/call on different students in quick succession and they have to give you an immediate answer. Point to/Call on as many students as possible. Time these in order to minimize off task behavior.

Additional Notes:

Written

10. Got/Need

Students create a mini t-chart where they will list what they “got” and what they still “need.” This is great for longer lessons.

11. Summaries

Students write short summaries of what they have learned. Use a strategy like the 5 W’s or Beginning, Middle, End to aid students. Or set a summary challenge, such as ‘Answer the question in exactly 20 words’.

12. Misconception – Prove Me Wrong!

Teachers give students a misconception regarding material in the lesson. This could be an incorrect key point, a math problem worked incorrectly, or any misconception that could occur within the material. Students have to disprove the misconception using their understanding of the lesson.

13. Poems/Songs/Stories/Drawings

Students write poems/songs/stories about a topic or issue they are studying in class. This is a way to let them be creative while checking for understanding. It also appeals to different learning styles.

14. Exit Tickets

At the end of a class you can ask students a few questions about the days lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students’ understanding.

15. Quick-Write

This can be a great way to start or conclude class. Give students a prompt that addresses the content you have been teaching and give them 5-10 minutes to write down all of their ideas.

16. Quick List Competition

Given a topic and a limited amount of time, students create a single column or double (T-chart) column list. The group with the most number of items or most unique item may get a prize such as extra points on an assignment.

Additional Notes:

Verbal

17. Presentation

Giving students the opportunity to present or give speeches to their classmates is a good way to check for students' understanding as well as let the students teach or reinforce concepts to other students.

18. Debate

You can allow groups of students to debate each other by teaching them different sides of an argument or concept and having them use the information they have learned to hold a debate.

19. Role-play/Skits

Giving students the chance to act out a scene from a story or create their own skit based on a concept, historical event, or story is a creative and fun way for students to show what they understand and for you to assess their learning.

Additional Notes:

Handout 4.5E - Continuous Assessment Toolkit

Directions: Fill out the chart below to describe at least 3 continuous assessments that you can use in your classroom on a regular basis.

(1) What assessment will you use and how will you use it next week and on a regular basis? Why did you choose this assessment?

Assessment name _____

(2) Explain how you will use this assessment to guide classroom practice. What will you do if your assessment shows students do not understand the content? Who can you go to for support after class if this does not go as planned?

(1) What assessment will you use and how will you use it next week and on a regular basis? Why did you choose this assessment?

Assessment name _____

(2) Explain how you will use this assessment to guide classroom practice. What will you do if your assessment shows students do not understand the content? Who can you go to for support after class if this does not go as planned?

(1) What assessment will you use and how will you use it next week and on a regular basis? Why did you choose this assessment?

Assessment name _____

(2) Explain how you will use this assessment to guide classroom practice. What will you do if your assessment shows students do not understand the content? Who can you go to for support after class if this does not go as planned?

Handout 4.5F - Different Methods and Examples of Summative Assessments

<p>Multiple Choice – Multiple choice is one of the most commonly used assessments. Students will be given multiple options (3-5) with one answer being the correct answer.</p>	<p>Multiple choice (History) Kenya gained independence from the British in...</p> <p>a) 1954 b) 1957 c) 1963 d) 1965</p>	<p><i>Think about the topics you teach. Create your own example for each type of assessment...</i></p>
<p>True or False – True or false questions can be used in all subjects and they are a quick and easy way to assess students understanding. True or false questions are composed of a question or a statement and then the students are asked to identify whether or not the question or statement is true or false.</p>	<p>True or False (Math)</p> <p>True or False? True or False? True or False?</p>	
<p>Matching – Matching consists of concepts, themes, or people in one column with definitions and explanatory information in the other. Students must match one concept, theme, or person from one column with the correct number in the opposite column.</p>	<p>Matching (Math)</p> <p>Prime Number <u>a</u> Fraction <u>b</u> Even Number <u>d</u> Improper Fraction <u>c</u></p> <p>a) 1 b) 2/3 c) 10/8 d) 10</p>	
<p>Identification (IDs) – Identifications (IDs) can be a quick way to see how well students understand concepts, ideas, themes, or important people they have been learning about in class. An ID consists of giving the student a term and having him/her define it and explain its significance. Answers to IDs should not be longer than 4 sentences, they are also meant to help students be efficient in their writing.</p>	<p>Identifications (Language Arts)</p> <p>For each of the following parts of speech provide a definition, its function in speech and an example. Each answer should be no more than 2-3 sentences.</p> <ul style="list-style-type: none"> • Adjective • Noun • Verb • Pronoun 	

<p>Short Answer – Short answer questions are a great way to assess students’ learning. Students will be given a question or a prompt that is focused on a specific aspect of the content and asked to answer it in a brief written answer. Answers can range in length from 2-3 sentences to 1-2 paragraphs. This allows students to showcase detailed knowledge of the content without writing a full essay.</p>	<p>Short Answer (Science)</p> <p>In a paragraph explain the differences between a gas and a liquid and describe how a liquid becomes a gas.</p>	
<p>Essay – Essay writing may give you the best picture about what students truly understand about the unit you have just completed. Essays are short papers that students can write in class to address a question or prompt. These are the most time consuming to grade, but they often can give you the clearest picture of what students understand. This is a skill that needs to build up to; students must be taught how to write an essay. Short answers are often a good for improving essay writing.</p>	<p>Essay (World History)</p> <p>In an essay defend, refute, or qualify the following statement: The collapse of the Soviet Union should be blamed entirely on Mikhail Gorbachev.</p>	

Handout 4.5G - Summative Assessment Unit Plan

Directions: Answer the following questions about your summative assessment for the unit and create summative assessment questions you can use at the end of the unit.

What will you be assessing in your next summative assessment?	How many questions will your next summative assessment be?	
What methods of summative assessment will you include? Why?		
Using any summative assessment method you just read about, compose 10-12 questions you can use on your next summative assessment.		
1.	2.	3.
4.	5.	6.
7.	8.	9.
10	11.	12.

Additional Reflection, Collaboration and TLC Activities

Directions: Answer the following questions about your summative assessment for the unit and create summative assessment questions you can use at the end of the unit.

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection & Collaboration Activity #1 - REVIEW LESSON PLAN USING CHECKLIST

Participants should take some time to review their lesson plans using the lesson planning checklist (from Session 3 following the lesson plan template) to make sure the lessons have everything listed on the checklist. If participants are in TLC groups, they can review lesson plans among group members in pairs, provide feedback for each other's lesson plan and brainstorm strategies to improve the lesson plans together.

Reflection & Collaboration Activity #2 - TEACHER CONTACT SHEET

Directions: Create a list of people (or allies) that can be utilized when questions arise and you need guidance about curriculum, pedagogy, or any other concerns. Find people in your school or in the community that can be of help in some way. Talk to the members of your TLC but also other colleagues, the school principal, your teaching coach and/or other people in the community to see if and how they can help and support you.

Name of ally	Information or skills offered	Where can I find them	When and how to best contact them

Reflection & Collaboration Activity #3 - CURRICULUM/TEXTBOOK ANALYSIS

If you have access to a textbook for your subject/grade level, take some time to analyze the material and to discuss with your colleagues how you can make the material more engaging and relevant for your students.

1) Think about everything that you learned in session 4 - when you look at the topics think about the following:

- what examples can you include that relate to your students daily lives?
- what stories can you include from your local culture?
- what local resources can you use to bring the material to life?

2) Think about everything you learned in session 1. When you look through the textbooks complete Handout 4.1A to analyze how inclusive the materials are. If there are examples of prejudice, discuss with your group how you should respond to this in your lessons.

