



**Scope & Sequence Reflection:**

<https://docs.google.com/forms/d/e/1FAIpQLSdEPkz3jeKJOJoEUhZTHhxN4dkQ8J6SCChB9ysIdG6ArKkPA/viewform?usp=sharing>

<b>Assessment Data</b>	<b>Pre-Test Data</b> Results from students' common assessment PRE-TEST	<b>Post-Test Data</b> Results from students common assessment finals	<b>Growth</b> <u>Average</u> amount of improvement from Pre to Post assessment
<b>Per. 1</b>	<p><b>Overall, students do have some background knowledge on the topic, but it is very limited with many misconceptions.</b></p> <p><b>Looking at the results from the pre-assessment which were mostly free responses with one multiple choice, I saw that students answered most of the questions based on the misconceptions they were taught growing up about colonialism. They attribute colonizers ability to colonize to be attributed to the access of weaponry they had available. Students can tell though that</b></p>	<b>TBD</b> <b>(post-assessment is going to take the concepts of the pre, but make it into a project)</b>	<b>TBD</b> <b>(post-assessment will happen right before winter break)</b>



	<p><b>christianity was a religion forced upon communities. When it came to discussing about the slave trades most students wrote down their guesses of what each was and did not discuss much despite saying that Africa was used as a source for slaves.</b></p>		
<p><b>Per. 2</b></p>	<p><b>Overall, students do have some background knowledge on the topic, but it is very limited with many misconceptions.</b></p> <p><b>Students are unsure of the strategies used to colonize besides being able to tell that it was done by force. Students really only see the effects of colonization to be attributed to loss of wealth and not other cultural and communal losses that occurred. Students do not know the connections between</b></p>	<p><b>TBD (post-assessment is going to take the concepts of the pre, but make it into a project)</b></p>	<p><b>TBD (post-assessment will happen right before winter break)</b></p>



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	<b>both slave trades. Students only know both events involved the enslavement of African people.</b>		
<b>Per. 3</b>	<b>Overall, students do have some background knowledge on the topic, but it is very limited with many misconceptions.</b>  <b>Similar to 1st period many attribute Europe's ability to colonize due to their weaponry. They can tell Africa was impacted by since they know the empires they learned about during pre colonial unit are no longer there. Nevertheless, students do not really know what is driving this change and cannot say much about the slave trades besides them involving slavery.</b>	<b>TBD (post-assessment is going to take the concepts of the pre, but make it into a project)</b>	<b>TBD (post-assessment will happen right before winter break)</b>

**Unit Reflection:**



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<p><b>What was the best part about teaching this quarter and why? (What did you enjoy teaching the most?)</b></p>	<p>The best part about teaching about this quarter was the beginning of the unit. Introducing the unit was the best part because it tied the past unit and students got to expand their thoughts from last unit. Students already knew what Africa was like pre-colonialism, so to learn about the ways Europeans criticize their systems through their eurocentrism perspectives, students were able to see the lies in narratives told to colonize. Additionally, reflecting on eurocentrism, students were able to see the ways they personally were impacted by Eurocentric narratives in what is considered “high class” and what is not. It was also my favorite part because students were introduced to college level text and learned to not trust everything they read. I got a lot of comments from students saying they related to the videos of peoples experiences with eurocentrism and people really interested in the text we were reading. I saw students googling the author of the badly written historical text and wondered why it was they wrote the way they did.</p>
<p><b>What was the most difficult part about teaching this quarter and why? (What created the most stress and struggle)</b></p>	<p>What created the most stress for me this quarter in teaching was navigating all the different responsibilities while creating lesson plans. I felt like a lot of this unit was me educating myself on the colonization of Africa, and figuring out how to present it to students in a matter which was clear, concise, and meaningful. It was hard to find media for the students that was not old and relevant. On top of that I did not want to overwhelm my students with long readings, however, I still wanted them to grow in their literacy skills. So I guess overall I struggled in creating material for my students since I could not really find much online, and I struggled in structuring my lessons.</p>
<p><b>What are 3 aspects of this quarter that you want to keep going into the next quarter? Why? (What do you hope to <u>gain</u> by keeping these aspects?)</b></p>	<p><b>1. Tik Tok videos</b></p> <p><b>Why:</b> I think it helped with student engagement. The tik tok videos helped in explaining huge concepts in simple ways and because the videos were short it was easy for students to look back on.</p> <p><b>What I hope to gain from this is...</b> for students to realize that you can learn history beyond the books. Learning can come from multimedia resources that often are not seen as educational resources.</p> <p><b>2. College level texts</b></p> <p><b>Why:</b> students are often underprepared for college readings when they arrive because the readings have always been given for their grade level. College level texts can be more engaging and will better prepare the students for their future.</p> <p><b>What I hope to gain from this is...</b> helping students grow in their reading strategies.</p> <p><b>3. Analyzing history through themes and key concepts</b></p> <p><b>Why:</b> I think the key terms help in connect the content to students lives through universal</p>



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	<p>ideas even when they feel they cannot connect to specific eg</p> <p>What I hope to gain from this is... to realize that the history matters and it is not necessarily the memorization of history that us important but to better understand ones life and analyze their surroundings.</p>
<p>What are 3 aspects of this quarter you want to change going into the next quarter? Why? (What do you hope to <u>gain</u> by changing these aspects)</p>	<p>1. Being more creative with end products  Why: Anytime I want students to demonstrate their learning to me I typically have them do ACEIT. I know students do not really like them and they get repetitive after a while. So I guess I am trying to manage helping students grow in their writing in a more creative way that they can connect to.</p> <p>What I hope to gain from this is... help students in building their stamina in writing and realize that it does not have to feel stressful.</p> <p>2. Creating more opportunities for connection to self  Why: I think although I try to make the content relevant to students lives, I think where I have messed up is not creating those questions where students can really question how the information is relevant to their lives.</p> <p>What I hope to gain from this is... raise up student engagement and have students realize why history is important to learn.</p> <p>3. More group work  Why: I think I have not wanted to do group work because I am unsure how I can input it into my classroom, however, I think the benefits of doing it will really bring up class engagement.</p> <p>What I hope to gain from this is...students learn to work with each other and the accountability to do the work increases.</p>
<p>Answer the following questions in a short constructed response using the reflection you have been doing above:</p> <p>1. How was your quarter? What were your success and struggles?</p> <p>2. What do you want to do similarly or differently this coming quarter to make next quarter better than the last?</p> <p>3. What do you think students would say about this past quarter and why?</p>	<p>1. During this quarter I had a lot of lows. I think most of that stems from the imposter syndrome I had to finally be considered a teacher/professional, but feeling that I was not equipped. I think I over-thought a lot of things. I struggled a lot in lesson planning, unit planning, and classroom management. I felt like I did not know a lot of what I was teaching, so it was a balance of learning the content while figuring out how to teach. I also struggled to find connections to student lives through the content, so although I tried to make the content meaningful, I think I fell in many ways. I think what I struggled most with was my classroom management. I think I let things slide because I did not think they were a big deal, but it created an environment where “we don’t get in trouble with Ms.Martinez.” Nevertheless, what I think got me through the quarter was the relationships I had with students. I think I was able to find opportunities to connect with most of my students one-2-one which made it easier for the classroom management on some ends. I think although I am learning, I was still able to show up in the best ways that I could.</p> <p>2. I think similarly I would keep some of the management systems I have this year. Like reward systems like class cash, and such because I think it did push students to participate. I think also would similarly keep some of classroom</p>



	<p>management habits I have, like walking around the classroom and phone policy. However, I think I have a lot to grow in. Next quarter I need to be faster on giving my student feedback and do more checks for understanding during the class.</p> <p>3. I think students would say that they appreciate having me in the classroom, and they could see the ways I need to grow in the way I set classroom expectations.</p>
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### Feedback/Support from Administration

<p>This space is for any feedback or ask of your administrative team about the last quarter.</p> <p>-thoughts/concerns -asks -celebrations -questions</p>	<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>- I wish we could talk about some more practical stuff we can bring into the classroom</li> <li>- I wish we had more assignments that had direct connections back to our field placement</li> <li>- I wish some of the readings did not feel like textbook readings where it takes 30 pages to explain the 1 thing</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>- Thank you for all the support this quarter and allowing me the opportunity to be in this program &lt;3</li> <li>- Thank you for the weekly check ins and allowing us to let out in a positive way things we have been holding in</li> </ul>
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