Task1. **Context for Learning Form**

**About the course you are teaching**

1. What is the name of the course you are documenting? *Economics*

2. What is the length of the course? ☑ one semester ☐ one year ☐ other (describe)

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
   
   110 minutes every other day

**About the students in your class**

4. How many students are in the class you are documenting? 35

5. How many students in the class are: English learners 0  Proficient English speakers 35?

6. How many students have Individualized Education Plans (IEPs)? 1

7. What is the grade-level composition of the class? 12th grade

**About the school curriculum and resources**

8. Describe any specialized features of your classroom setting, e.g., bilingual, Sheltered English. *n/a*

9. If there is a particular textbook or instructional program you primarily use for history/social science instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.) What other major resources do you use for instruction in this class?


10. How many computers are available to support your instruction? NOTE: If this data is difficult to obtain, then provide an estimate, e.g., “a few” or “about 30.”

<table>
<thead>
<tr>
<th></th>
<th># of computers</th>
<th># of computers connected to the Internet</th>
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<tbody>
<tr>
<td>Available in classroom</td>
<td>1</td>
<td>About 30</td>
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<tr>
<td>Available elsewhere in</td>
<td>1</td>
<td>About 30</td>
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<td>school</td>
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Context for Learning Task

Context Commentary

1. Briefly describe the following:
   a. Type of school/program in which you teach, (e.g., middle/high school, themed school or program)
   b. Kind of class you are teaching (e.g., ninth grade World History – untracked, American History – College Prep) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
   c. Degree of ability grouping or tracking, if any

2. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this learning segment.** Be sure to describe what your students can do as well as what they are still learning to do.
   a. **Academic development**
      Consider students’ prior knowledge, key skills, developmental levels, and other special educational needs. (TPE 8)
   b. **Language development**
      Consider aspects of English language proficiency in conversational and academic language as well as in the students’ primary languages, if other than English. Describe the language development of your entire class, not just your English learners. (TPEs 7, 8)
   c. **Social development**
      Consider factors such as the students’ ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8)
   d. **Socio-economic and cultural context**
      Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources.

3. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

I am currently student teaching at a school that I will refer to as D House High School. The racial demographic of its community has been predominantly African American. Currently, due to an increase in immigration over the past three decades from countries in Central America and Mexico a visible Latino presence has emerged in this area and now accounts for almost half the population in the communities that D House High School serves. This racial composition is also reflected in the D House High School’s student body population. For the 2006-
2007 school year, D house has a student population of approximately 8600 students of which 54% Black and 45% Latino.

The school atmosphere is relatively light, youthful and energetic, but at times can seem very heavy and authoritarian due to the gang and racial tensions that surface every now and then. As a result of these tensions, there is a high level of campus supervision and policing during school hours. There are two police officers assigned to the school, but on any given day there could be as many as four officers on campus, there is also an assigned probation officer. Faculty and campus supervisors monitor the hallways, yards, entry and exits points into the campus during school hours. The opinions of the high level of supervision on this campus vary from something that is essential to an urban school to unnecessary and oppressive, it just depends on whom you ask.

D House High School operates on 110-minute period rotating block schedule were the odd and even numbered periods would alternate between days in the week. For example, if periods 1, 3 and 5 began on Monday, then periods 2, 4 and 6 would be on Tuesday.

Since I teach first period twelve-grade Economics class, I see my students every other day, this class is under the Math and Science Magnet program, the class organization is departmentalized. There are 35 students enrolled in my class, 17 females, 18 males, the racial breakdown is 28 African Americans and 7 Latinos. The students in this class are not tracked according to ability.

My students have an overwhelming amount of cultural knowledge from the communities that they reside in, which range from immigration to gang membership. These students come into the classroom with vast amounts of cultural wealth and to tap into these various forms of capital, I always begin class with a “dispatch”, a daily question that students respond to in their notebooks. The question is always centered around the student’s prior knowledge and/or life experience. This student-centered approach to foster relevance is a key factor that influences the planning and teaching of this class.

There are no English language learners in my class and English is the primary language spoken at most of my student’s homes. All of the African American students have been born in the United States, six of my seven Latino students are second generation and the seventh student immigrated to United States when he was in four-years old. The students are very confident in speaking in English, but that confidence is challenged when it comes to their writing, which is largely due to their inability to differentiate between their community language and academic language.

The students’ reading and writing levels vary from well under or just at grade level. About half the students in my class are performing at grade level and are set to attend four-year state universities this coming fall. Developing the other
half of the class academically is where the challenge because the motivation to complete task individually is minimal, despite, the intelligence shown through the discussions and dispatches.

But when it comes to group work the class shows a general enthusiasm because they opportunities to work with each other, which indicates the student’s ability to work with each other.

The students express themselves in constructive and very creative ways, which is one of the highlights of the class. It is always joy when the students have class presentations because they usually take place in the form of debates, skits, and spoken word (literary-performance). Of the 35 students, there are about eight students who are very outspoken and contribute to the learning through the discussions and their contributions to class’s learning are both intentional and unintentional. The students are very open with each other, which is good, but one of the challenges of having a very expressive class is fostering ideas of sensitivity & listening. When these issues arise, it becomes difficult for the class to engage in conversation because students are speaking over each other. So there are times, where reinforcement of the ground rules is needed. Besides this issue, the students in the class generally work well with each other.

The socio-economic and cultural context of the students is central to in their academic development, especially, in a subject such as economics. All my students come from working class families with variations in socio-economic backgrounds and a few of the students are in foster care. These conditions that frame my students’ life experiences are what I use to illustrate the relevance of economics in their lives. Whether it is how they participate in globalization, how the prison industrial complex affects them to how Hip-hop music is marketed to them.

The state, district, or school requirements that might impact the planning or instruction are minimal. The fact that my students are twelve graders has eliminated the aspect of a guided curriculum to cover test material out because they will not be tested by the state or district. One requirement that directly affects the impact of my teaching is the California Content Standards, which actually impacts it a constructive way because with a subject as broad as economics, I am able to narrow down the content in-depth.
Lesson Plan I

Standard 12.2:
1. Understand the relationship of the concepts of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

Content & Goal Skills:
1. Introduce the concept of demand by familiarizing students with the key terms that they will encounter in the readings.
2. Develop an understanding of the factors of demand.
3. Build on literacy skills through frontloading pre-loading strategies.
4. Have students’ engage with text and build reading comprehension through assistance of supplementary reading guide.

Assessments:
1. Responses from reading guide
2. Worksheet: Recognizing demand
3. Next class dispatch

Resources & Materials:
2. Worksheet: Guided reading activity 4-1
3. Worksheet: Guided reading activity 4-2

Instructional Activities:
1. Assign Key terms: chapter 4, sections 1-3
   - Define key term using definition give in textbook
   - Re-write definition in your words using synonyms, examples, scenarios and analogies
2. Review, key terms
3. Assign guided reading, if not completed by end of period assign as home work
**Lesson Plan II**

**Standard 12.2:**
1. Understand the relationship of the concepts of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

**Content & Goal Skills:**
1. Introduce the concept of Supply by familiarizing students with the key terms that they will encounter in the readings.
2. Develop understanding of the factors of production
3. Build on literacy skills through frontloading pre-loading strategies.
4. Have students’ engage with text and build reading comprehension through assistance of supplementary reading guide.

**Assessments:**
1. Responses from reading guide
2. Worksheet: putting it all together

**Resources & Materials:**
1. Text book: *Economics, principles & practice*
2. *Worksheet: Guided reading activity 5-1*
3. *Worksheet: Guided reading activity 5-2*

**Instructional Activities:**
1. Dispatch: “Name a product that you personally have the desire for, are willing to pay a specific price for and have the ability to pay for?”
2. Brief discussion
   - Highlight issues of substitutes
3. Assign worksheet: *Recognizing Demand*
4. Review answers
5. Assign Key terms: chapter 5, sections 1-3
   - Define key term using definition give in textbook
   - Re-write definition in your words using synonyms, examples, scenarios and analogies
6. Homework: guided reading 5-1, 5-2
Lesson Plan III

Standard 12.2:
1. Understand the relationship of the concepts of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
3. Explain the roles of property rights, competition, and profit in a market economy
8. Explain the role of profit as the incentive to entrepreneurs in a market economy

Content & Goal Skills:
1. To have the students synthesize the concepts of supply and demand into application
2. To develop language and literacy skills through the use of academic language in explanations

Assessments:
1. Worksheet: Putting it all together/ Business proposal

Resources & Materials:
1. Notebook: for key terms
2. Worksheets: Reading guides; 4-1, 4-2, 5-1, 5-3

Instructional Activities:
1. Dispatch: “if you were going startup a business: what would sell, where would you sell, how would you promote your business and how would you know how much to sell your product(s) for?”
2. Brief discussion
   - Highlight how they would know much to sell products for
3. Assign: into pairs according to business ideas
4. Assign & Explain: worksheet
   - students have the rest of class period to complete work
Lesson Plan IV

Standard 12.2:
3. Explain the roles of property rights, competition, and profit in a market economy
8. Explain the role of profit as the incentive to entrepreneurs in a market economy

Content & Goal Skills:
1. To simulate the process of advertising to facilitate a demand in a potential target market
2. Public speaking skills

Assessments:
1. Rubric
2. Class feedback

Resources & Materials:
1. Business Proposal
2. Story board
3. Imagination

Instructional Activities:
1. Dispatch: “What is your favorite commercial? Why? Did you buy the product after watching it?”
2. Brief Discussion
   - Use as a transition into activity
3. Assign and explain: activity (first 35-40 min.)
4. Presentations
Lesson Plan V

Standard 12.2:
1. Understand the relationship of the concepts of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
3. Explain the roles of property rights, competition, and profit in a market economy
8. Explain the role of profit as the incentive to entrepreneurs in a market economy

Content & Goal Skills:
1. To have students contextualize economic concepts within popular media, particularly, Hip-Hop.
2. To analytically think about their role in the market of Hip-Hop
3. To determine whether or not they agree with the contemporary content of Hip-Hop as a product.
4. To develop media literacy skills

Assessments:
1. Exit Slips

Resources & Materials:
1. Notebook: for film notes
2. Documentary: Hip-Hop: Beyond Beats & Rhymes

Instructional Activities:
1. Dispatch: “Who has the power in determining Hip-Hop in a consumer/producer relationship?”
2. Brief discussion
   - Highlight proverb to set up theme for the film
3. Explain: what notes to take
4. Show Film
5. Discussion
6. Use dispatch question as exit slip.
Planning Commentary

Write a commentary of about five single-spaced pages that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn? (TPE 1)

2. How do key learning tasks in your plans build on each other to support students’ use of facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon, and to develop related academic language? Describe specific strategies that help build student learning across the learning segment. Reference the instructional materials you have included, as needed. (TPEs 1, 4, 9)

3. How do your choices of instructional strategies, materials, and the sequence of learning tasks reflect your students’ backgrounds, interests, and needs? Be specific about how your knowledge of your students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new learning to take advantage of specific student strengths. (TPEs 4, 6, 7, 8, 9)

4. What language demands of the learning and assessment tasks are likely to be challenging for your students? Explain how specific features of the learning and assessment tasks in your plan support students in meeting these language demands. (TPE 7)

5. Explain how the collection of assessments from your plan allows you to evaluate your students’ learning of specific student standards/objectives. (TPEs 2, 3)

6. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning. (TPEs 9, 12)

Central Focus

The central focus of this learning segment is for students to understand how the laws of supply and demand operate in conjunction with marketing. The essential question that guided this unit was...“how does the combined elements of supply and demand plus marketing affect you as a consumer and how do you know

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Language demands include such things as grammatical structures, vocabulary, or text structures and language conventions within genres such as chronological accounts or historical interpretation.
this?” In order to pose that question to the students, they needed to be set up with content knowledge of what each concept looked liked individually. Students would examine inter-workings of supply and demand from the perspectives of a producer and a consumer to receive a balanced view. Considering that my students will be soon graduating high school and entering the “real world” as an adult, it is important for them to understand the process of production and consumption and the theories that influence them. More specifically, to look at how the student as an individual is viewed as a consumer by the producers and to understand the dynamics that surround this relationship.

Instructional and Learning Strategies

To make the learning objectives clear of this unit I used Wiggins and McTighe’s Understanding by Design as a guide for this unit. What I drew specifically drew from them was the idea that an essential question should facilitate the students in thinking critically beyond the content and search of a meaningful and relevant understanding of the lesson. This strategy of “backwards planning” provides an effective method in identifying a meaningful objective and a means of achieving that goal. A second strategy employed in this unit is dialogical pedagogy set forth by Paulo Freire in Pedagogy of the Oppressed.

Before we could engage in discussing the essential question, the first stage of this unit was preparing my students for the vocabulary that they were going to encounter through frontloading pre-reading strategies. This entailed the students writing in their notebooks the textbook definitions of each key term and then explaining what the key term meant in their own words. For this part of the vocabulary assignment, students are encouraged use synonyms, examples, scenarios and analogies, so the students would be able to grasp the concepts on their own terms. With this assignment, I gave them the first hour to complete the work that consisted of about 18 key terms relating to the concept of demand. At the end of the first hour, I stamp the work in their notebooks to indicate that they were on task for the day. Then we move into a review of the key terms as a class, where students are asked to provide the textbook definition of a term, then their own interpretation of the term, this portion of the class provides a space for clarifying any of the terms. Once the review is over and the class is relatively comfortable with the key terms, they move on to the reading that is accompanied with a reading guide. The reading guide was taken from the supplementary packet that came with the textbook. In the end the students will receive a stamp to indicate that they were on task and the reading guide will be used as notes for the upcoming assignments. The students were given the rest of the class period to complete the reading guides; during this time I made myself available for questions or help.

The next class period was used to review and assess the students’ comprehension of the concept and factors affecting demand. This was done through the dispatch, which asked about the fundamental factors of demand. The
dispatch asked, “Name a product that you personally have the desire for, are willing to pay a specific price for and have the ability to pay for.” After the students have responded to the dispatch, they shared their responses. Students typically enjoy this part of class because they get share a piece of themselves while engaging with the content. On my end, it is a way of assessing whether or not the students comprehend the material and if further elaboration is needed. After the sharing of dispatches, I assigned a worksheet that to formally assess their comprehension. The worksheet was designed to be independent of the textbook and relied on basic mathematical skills and a conceptual understanding of demand to analyze the data given and determine what factors of demand are applicable in scenario.

The next segment of this unit is covering the laws and factors affecting supply. To prepare students for the readings about supply, frontloading pre-reading strategies were again implemented and followed the same instructional format as demand. After the content information of supply was learned, we moved into an activity that would synthesize the concepts of supply and demand into practice. To achieve this, the students took on the role of a producer/entrepreneur marketing a product.

I began this portion of the unit through their daily dispatch, which asked, “if you were going start up a business: what would sell, where would you sell, how would you promote your business and how would you know how much to sell your product(s) for?” The student responses for this dispatch ranged from a bacon-wrapped hotdog stand to customized boxing gear, but the most common response was fashion (e.g. shoe stores, hat stores, etc). Using their responses from the dispatch, a worksheet was given that required to students to: 1) think about how they knew a market existed for their product/business/service through the factors of demand 2) think about how they would supply their product/business/service through the factors of production 3) estimate of fixed cost, and 4) why they feel their product/business/service would be successful or profitable? Because the students had similar business ideas I had them pair-up with a student who had the same idea and go through the worksheet as a pair.

The second task of this assignment was to create an infomercial about their business. This assignment required students to use the information on their business proposal worksheets to guide their infomercials. More importantly, this illustrated how elements of marketing are used to increase demand, therefore, an increase in supply of a product which equal more profit. A four-point rubric was assigned to ensure that basic details in their infomercial was included, for example, is the product/business/service clearly stated to is the business’s location stated? To help the students organize their ideas about their infomercials, a storyboard was given to illustrate the sequence of events in their infomercial. The students were engaged in this part of the assignment because it allowed them to be creative, especially, when it came down to creating a jingle and/or company slogan. The next part of this assignment was to present their
infomercial as it would be seen on television. Students brought in props as mock products and brought in other students to participate as extras. The rest of the class would be the target market group or potential market group. After each presentation, a review of the commercial using the rubric was done as a class. I would read the requirement out loud and the students would indicate whether or not it was the requirement was met. Then students wrote feedback to the group that presented informing them of what worked and what could have made their infomercial more effective. This segment revolved around the idea of marketing and how producers use the same methods the student’s used in their infomercial to entice a target market to consume. This idea was the used as the transition into the documentary about Hip-Hop.

To address the role of a consumer, students watched a documentary, *Hip-Hop: Beyond Beats and Rhymes* by Byron Hurt, a film that tackles issues of masculinity, sexism, violence and homophobia in Hip-Hop culture. I chose to show this film because the material is relevant to the student’s lives. The artists that were interviewed are artists that my student’s are familiar with and the subject matter was one that would inspire debate amongst the students. There is a segment in the documentary that deals specifically with how today’s mainstream Hip-Hop is being controlled and marketed by a small minority in the entertainment industry invested in making profit, despite the negative societal implications it might have in mainstream America. After the students’ viewed the film, the essential question was posed, “how do the combined elements of supply and demand plus marketing affect you as a consumer and how do you know this?” The discussion that took place shifted from the essential question to “Who has the power in a consumer/producer relationship?”

In conclusion, the key learning tasks involved in this unit relied on each other to reach the essential question. The first learning task began with frontloading pre-reading strategies to help students engage with the texts regarding the concepts of supply and demand. Second, having the students synthesize content information into application through the business proposals. Third, presenting the learned material through role-playing. Lastly, to bring the economic concepts learned to a culture that is relevant to the students and assessing their ability to recognize them in their own lives.

**Language Demands and Support for Educational Needs**

In order to meet the language demands of the students I implement components Specifically-Designed Academic-Instruction in English (SDAIE). Despite the fact that there are no English Language Learners in my class the techniques of SDAIE are instrumental in developing my students’ academic language. For this particular unit the components of SDAIE that were implemented are: contextualizing the lesson, student-student interaction, personalizing the lesson plan and alternative forms of assessment. Through these components, the
intention was for my students learn from each other, more importantly; develop their academic language skills through writing and role-playing.

The contextualizing of the lessons through role-playing was one the key components utilized in this unit. This was demonstrated through the business proposals where students took on the role of an entrepreneur, which allowed them to apply through writing the key terms learned. The infomercial presentations provided an oratorical opportunity to use academic language and informal language in context of this unit.

Student-student interaction was a second key component that took place in this unit. Students were required to work with each other for the business proposal and infomercial. The pairing of students for this particular assignment was effective because the assignment called for translating concept/key terms into practical language and one of the most difficult aspects of language development for my students is the ability to write academically. So by allowing them to work as a group they were able to informally peer edit each other’s responses. In addition, student-student interaction also supported my student with an IEP, who has difficulty with writing. The student-student interaction helped him through this assignment.

The film and discussion was the last lesson in this unit; this was personalized to address issues in Hip-Hop, a culture that my students participate in. Due to the relationships that I have developed with my seniors through the course of this semester, I am familiar with the things that interest them, which was why I chose the documentary *Hip-Hop: Beyond Beats and Rhymes*. The documentary allowed me to pose to three questions: 1) to have my students think critically about the culture that they participate in 2) how they participate and support Hip-Hop as a consumer, and 3) where do they stand on the issues addressed in the film and what do they do about it?

Lastly, there were various forms of assessment that took place for this unit. Through the daily dispatches, which are constructed personalize the content to the student’s experience, I was able to assess whether or not the students were grasping the material and make accommodations to the lesson as needed. The quality in translating the concepts in the business proposals demonstrated the student’s ability to apply the information. The infomercials were used to assess the student’s ownership of knowledge through public speaking and role-playing/skits. Lastly, the final assessment was the exit slip regarding their thoughts after the discussion about how what aspects of Hip-Hop are glorified and marketed to America and the societal implications of it.
Task 3. Video Label Form

Candidate ID # 357887

Clip # 1
Lesson from which clip came: Lesson # 5

Clip # 2
Lesson from which clip came: Lesson # 5

If Electronic, Video Format of Clips: (check one)

☑ Quicktime
☐ Real One
☐ Windows Media Player
☐ Other (please specify) ________________________________
Instruction Commentary

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after each video clip that is important to know in order to understand and interpret the interactions between and among you and your students? Please provide any other information needed to interpret the events and interactions in the video clips.

2. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating in the learning tasks seen on the video clips. If specific routines or working structures are new to the students, how did you prepare students for them? (TPE 10)

3. In the instruction seen in the clips, how did you further the students’ knowledge and skills and engage them intellectually in evaluating sources of information, forming individual interpretations of the historical event or social science phenomenon, and defending their judgments? Provide examples of both general strategies to address the needs of all of your students and strategies to address specific individual needs. (TPEs 1, 2, 4, 5, 7, 11)

4. Describe any language supports used in the clips to help your students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. If possible, give one or two examples from the video clips of how you implemented these supports. (TPEs 4, 7)

5. Describe the strategies you used to monitor student learning during the learning task shown on the video clips. Cite one or two examples of what students said and/or did in the video clips or in assessments related to the lesson(s) that indicated their progress toward accomplishing the lesson(s)’ learning objectives. (TPEs 2, 3)

6. Reflect on the learning that resulted from the experiences featured in the video clips. Explain how, in your subsequent planning and teaching, successes were built upon and missed opportunities were addressed.

Before the Clips

The first video clip documents lesson 5 of the learning segment. This particular lesson is dialogue based, where the students will be engaging in a discussion immediately following the documentary Hip-Hop: Beyond Beats & Rhymes. The lesson prior to this filming was the presentations of the student’s infomercials where students used a variety of creative ways to excite a target market to patron their businesses. The learning objective that particular lesson was to illustrate the way companies used commercials to attract business. With this idea in mind, the
class was going to look at the images and messages of misogyny, violence, and homophobia that prevail in today’s mainstream Hip-Hop. More importantly, the control over mainstream Hip-Hop by a few major media companies, such as Clear Channel. After seeing the efforts put by entrepreneurs to attract business, the film was used to highlight the efforts made by major media to project today’s Hip-Hop and to question; why this kind of Hip-Hop successful considering the messages it sends about the culture and values of urban communities from which Hip-Hop originates from?

The first ten minutes of class was used to go over the day’s agenda. This is the routine that I follow daily to preview the task and learning objectives for the day. Items on the agenda that remain constant are the dispatch, which usually a question or a quote that personalizes the content to the student’s experience and the proverb is used to identify the theme of that day’s lesson. For that day’s lesson the dispatch read, “who has the power in a consumer/producer relationship in determining the music you listen to?” I ask this to see if any of the student’s responses had changed after watching the film. That day’s proverb by Mumia Abu-Jamal read, “The major media, like its racist projections, is to be rejected and not consumed. For your very patronage gives it life.” At this point of the class is where the clip begins.

Working Structure

The working structure of the class is routine up for the first 15 minutes. As the students come into the class the agenda and content standard is posted on the front board. Students know that at the beginning of the class that they are to copy down the proverb and respond to the dispatch in their notebooks, I generally give them five to ten minutes to complete these tasks depending on the depth of the dispatch. After the students have written down the proverb and dispatch, we go into a brief discussion regarding both items. These discussions usually take up 10-15 minutes of class depending on how engaged the students are with them, after the discussion the connection is made with theme of that days lesson and agenda moves away from routine towards an activity, reading, group work, skits, etc.

The current unidirectional, “row and column” set up of the classroom does not accurately depict my teaching philosophy because it does not foster an equal exchange of learning between my students and I. This set up proves to be difficult in facilitating discussion in the classroom because they are all facing me and not at each other, which centers me in the middle of the discussion, instead of me with them.

Clip I

The intent of this clip was to demonstrate the building of literacy and contextualizing skills to have students engage critically with a given text through
the use of a dialogue based approach. The video clip begins with Jonathan reading the proverb, which was, “The major media, like its racist projections, is to be rejected and not consumed. For your very patronage gives it life”, by Mumia Abu-Jamal. This quote was used to set-up the framework for the film, focusing on the ideas of racism, role of the media’s perpetuation of it, patronage and resistance. It is these ideas that I was fishing for through my line of probing questions. I wanted the students to pick apart the language that was used to come to these ideas, coupled with their understanding of what racism looks like in media, and if not an understanding of what racism looks like, then to question whether or not it exist. I had the students walk through the quote to dissect the phases and terms used. We did this by breaking down individual words like projection- what does it mean when something is projected? If it means that, what does it mean to consume? I wanted the student’s to put these things together to derive a meaning. As I was going through this process with the students, I was running into areas of difficulty extracting what I wanted from to draw from them and that contextualizing the quote was urgently needed to break the quote down to what Mumia Abu-Jamal meant by this.

I learned quickly and learned even more after reviewing the clip that I was relatively unsuccessful in deriving an authentic understanding of Mumia Abu-Jamal’s quote from the students, but relatively successful in language development, at least, now, students know what certain words mean. I also saw how there were many missed opportunities to allow the students to think this out independently and how my barrage of questions that were specific to the text narrowed my to students’ level of analysis. Considering the complexity of the Mumia Abu-Jamal quote and recognizing that its meaning exists everywhere in the student’s lives, I should have kept the framework open for them to look inside themselves and derived that meaning organically yet supported it with tact.

I also realized I fell short in monitoring the class’s engagement level. The camera was set at the corner of the classroom which dictated the angle I had to film from, thus limiting the areas of the classroom that I able to teach from to stay in the shot, which meant neglecting almost 35% of the class not shown. So it seemed that my attention was focused on one side of the classroom when it is usually all over the place.

What the brief discussions normally looks like is myself walking up and down the aisles to speak and pose questions from different parts of the room and to make eye contact with students. I also use this as a classroom management strategy a, which explains why I had to enforce my “one mic” policy to manage a particular section of the class not seen in the clip.

Clip 2

Clip two captures the discussion following the documentary on the same day. The documentary titled Hip-Hop: Beyond Beats and Rhymes by Byron Hurt, a
film that tackles issues of masculinity, sexism, violence and homophobia in Hip-Hop culture. I chose to show this film because the material is relevant to the student’s lives. The artists that were interviewed are artists that my student’s are familiar with and the subject matter was one that would inspire debate amongst the students. There is a segment in the documentary that deals specifically with how today’s mainstream Hip-Hop is being controlled and marketed by a small minority in the entertainment industry invested in making profit, despite the negative societal implications it might have in mainstream America.

What I had them do during the film was to take notes regarding the key issues of the film and during the section of documentary which discussed the marketing of Hip-Hop, I paused it at key parts to monitor comprehension by having volunteering students to explain the significance of a particular moment in the film.

Before we moved into the discussion, I had students revisit the dispatch, which was also written on the board, and re-respond after viewing the film to set the framework of the discussion. The question posed was, “who has the power in a consumer/producer relationship in determining what music you listen to?” The goal of the discussion was for students to determine who had that “power” and defend their response. At this point the unit the “furthering of the students’ knowledge” was up to the student, my job was to facilitate the discussion, make sure student’s were clearly explaining their responses and having them use examples form prior lessons, the film, or their lives, by constantly asking questions. Language support or development was not a pivotal part of this discussion. I wanted students to communicate as they saw fit, as long as disrespectful language was omitted in the discussion.

I learned many things about myself as an educator after reviewing the clip. I saw how imperative scaffolding ideas, establishing clear objectives and a more effective essential question(s) were when facilitating discussions. This is the second time I planned for a discussion in a lesson plan. The first time I planned a discussion was as an entry point for the government’s role in economics; it was organized Socratic seminar style and was very successful. Feeling confident that this discussion would have same results and that my students would recognize the same format as before, I was bit more lax in my planning than I was in setting up the parameters and expectations of the discussion. But, I also understand that the content and the material they were responding to was different as well. For example, the first time I was not in front of the class, but sitting in the back, listening and recording the flow of the conversation. Also, that the material they were responded to was a light reading, which was a lot more digestible in one sitting than an hour-long film.
Evaluative Criteria

NAME: _______________________
Rubric: Exit Slip

a) demonstrated the ability to be media literate
   YES           NO

b) demonstrated the ability to contextualize the film and economic concepts
   YES           NO

c) demonstrated the ability to apply analytical thought
   YES           NO

d) demonstrated the ability to write an analytical response.
   YES           NO
I think the consumer has the power to determine Hip-Hop because they are the ones who choose what they want to hear. If consumers don’t want to hear about positive things, that is one thing I agree upon with the movie because if I went up to my cousin now he would say that he wouldn’t want to hear that. The consumer has the power over the music. Hip Hop isn’t controlled by the media, the corporate, or anyone else, it is controlled by the people.
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**THE QUESTION:**
Who has the power to determine Hip-Hop music? The consumer/seller.

I think that the consumer and seller both have power. The seller has it because they choose the artist to make it to the top, so they tell the artists what to do, what to say and how to say it. The consumer also has it because it’s up to the consumer to buy it and make the seller famous. If the consumer likes it they are going to talk about it to everyone and that’s how they get known. So I think both have power but both have advantages and disadvantages.
The seller has the power to determine what hip hop music is played. They use propaganda to influence the minds of consumers and so we buy and justify the actions just because we want to listen to it. Money overpowers everything and the producers, executives and record labels have the power so they make or break us.
Business proposal

TOPS HATS
(company name)

Jonathan Cotton
(co-owner)

Jesus Diaz
(co-owner)

5/8/07
(date)
Our product is hats. All kinds of hats for the society. We base our product on what the people want.
Target Market

Our target market would be people from the age 14 - 25. Mainly teenagers and young adults. Hats are worn by them. The majority wears hats. We would mainly target males. The income levels would really matter due to our hats are not expensive. The lifestyle are people that are in style with today's fashion.
Factors of Demand

There are other stores that sell hats as well. Our product's desire will change but the change will be the people would want more demand for it. Our hats are not expensive and are of good quality. The number of consumers will only increase because we will be involved in the community we are located in. There will be a constant demand because I have seen companies help the community and gained more consumers.
Factors of Production/Supply

We would reduce the overall cost of getting our products to our consumers by buying our products from a distributor. We do not want our product from a bootlegger. Our technology will be factory-made technology to increase product. Our number of sellers affects how much we sell because we are going to sell our hats slightly less than other companies.
Cost

1 box of hats = 30 hats + Same logo = $200
1 hat cost $10 each.
$570 - for one box sold
1 Profit $370 for each box

30 boxes of hats every 2 weeks
$1,000 every 2 weeks

Total Cost= $6,000 every 2 weeks
Conclusion

You should loan us this money because we had constructed a method of profit through leaks. It is risk free, unharmed, and can benefit you, me, and our consumers. Making our business only getting larger & larger. Our profits will pay the loan off & can give you more money for the help. This loan will help our business and the community around us.
Assessment Commentary

1. Identify the specific standards/objectives measured by the assessment chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.

2. How do the evaluative criteria (or rubric) measure student proficiency for these standards/objectives? Evaluative criteria are performance indicators that you use to assess student learning. Categories of evaluative criteria include correct identification of key historical facts or people, supportive evidence for an argument or interpretation, or appropriate application of specific concepts. (TPE 3)

3. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart). (You may use the optional chart provided following the Assessment Commentary prompts to provide the evaluative criteria, including descriptions of student performance at different levels.) (TPEs 3, 5)

4. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected. (TPE 3)

5. From the three students whose work samples were selected, choose two students, at least one of which is an English Learner. For these two students, describe their prior knowledge of the content and their individual learning strengths and challenges (e.g., academic development, language proficiency, special needs). What did you conclude about their learning during the learning segment? Cite specific evidence from the work samples and from other classroom assessments relevant to the same evaluative criteria (or rubric). (TPE 3)

6. Based on the student performance on this assessment, describe the next steps for instruction for the class. If different, describe any individualized next steps for the two students whose individual learning you analyzed. These next steps may include feedback to students, a specific instructional activity, or other forms of re-teaching to support or extend continued learning of objectives, standards and/or central focus/big idea for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the class or individual student performances. (TPEs 2, 3, 4, 13)

The assessment I chose to submit during this learning segment is the one paragraph exit slip after the discussion about the film. This was the most appropriate assessment to submit since most of the assessments in this particular learning segment consisted of group work. Therefore, the exit slip assignment best measured individual understanding. The assessment also measures a portion of the California Content Standard 12.2, understanding the
relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand. Also, explain the role of profit as the incentive to entrepreneurs in a market economy. And, explain the role of property rights, competition, and profit in a market economy.

The exit slip measured several areas: 1) the ability to be media literate 2) the ability to contextualize the film and economic concepts 3) the ability to apply analytical thought 4) the ability to write an analytical response.

By having students analyze the documentary, I wanted to them to see how Hip-Hop music fell under the tenets of marketing, supply and demand. More so, to have students recognize their role as consumers and to develop a critical awareness of the power they have in a consumer/producer relationship in determining the supply and demand of a product. In addition, to understand the role of that a producer would have in trying to control the consumer’s power by determining the options of products available. Through this assessment, I wanted students recognize the key concepts learned prior to the showing of the film, for example, when looking at the producer’s role in the supply of a product, how do the number of sellers in a market increase or decrease their ability to sell? The film discusses this idea by revealing the low number of major media outlets, which means fewer sellers in market, therefore, more control of a market. This factor of production pertains to the concept of incentives when examining the law of supply. Conversely, if this is the case in supply, it has a direct affect on the aspect of substitutes in market, or the lack of substitutes and creates a demand for what is available. In the case of Hip-Hop music control over what kind of music is going to be mass-produced.

Overall, I felt that the class understood the power of the consumer in a consumer/producer-based relationship because they recognized their individual roles as consumers in a market society and that they have the right to choose what they purchase. A majority, about 90% of the students’ indicated this in exit slips that I received, which meant they grasped the broader idea of this relationship.

What I was also looking for in their analysis was identifying the producers’ power of control over an artist and the mainstream Hip-Hop market. The lack of this recognition indicated that the question posed to the class was a very general one that solicited general responses. Revision of prompt was necessary to have the students’ identify the kinds of power a consumer has and the kinds of power a producer has, then using their analysis to conclude who has the ultimate power in this relationship. To my surprise and joy, a few students, about 8%, recognized this form of power and concluded that the producer has a greater power in the relationship through controlling the choices available in Hip-Hop. About 2% saw the relationship as equal, for example, in work sample C, Jose recognizes the relationship between the two as equal, he highlights how, “the seller has it [power] because they choose the artist to make it to the top, so they tell the artist
what to do, what to say and how to say it. The consumer has it [power] because it’s up to the consumer to buy it and make the seller famous.” This indicates that Jose understood the “power of control” that the producer has over an artist, further, the control of a product while at the same highlighting the agency of a consumer. In general, the class had a clear understand of the ultimate objective of a producer is to seek profit. They understood the incentives they have of controlling a market by minimizing competition, as student B’s exit slip suggest, “money overpowers everything and the producers, executives an record labels have the power…so they make or break us [artist].”

There are no English Language Learners in my class. The work samples I chose to assess were two students with different performance levels.

Student B is very outspoken and insightful. She consistently speaks in classroom discussions and she is one of the few who consistently thinks beyond the classroom discussion posing analytical questions to the class and myself. During group activities she often takes the leadership role, manage the group ensure that they are on task. Presentations in my class usually call for creativity and Student B consistently exceeds expectations. For example, her and her partner’s business venture was a women’s accessory store turn dance club at night that had its own signature drink. During the infomercial presentations, she was one the students who brought in props to cover all aspects of their business, her props ranged from bracelets, necklaces, music, business logo and sample of their signature drink, which was Kool-Aid.

In her exit slip she was one of the 8% who recognized the power of the producer as greater but also understood the agency of the consumer. What made her exit slip unique was her use the term “propaganda” and “influence” to communicate how external factors are at play in the demand of a product. Her use of the term propaganda was inspired by a segment in the film referencing the marketing tactics of record companies to promote Hip-Hop through images that are deemed “gangsta” by America. Student B highlights the effectiveness of the producers’ “propaganda” because “we buy [it] and justify the actions [of the “seller”] because we want to listen to it.” I found that student B met the three of four criteria’s of the rubric. She was able to comprehend the critical aspects of the film by recognizing the use of particular images to market music. Her ability to contextualize the motives of the producer with in the framework of economics was clear. She demonstrated the ability to think analytically by recognizing the control that a producer has. Her ability to write analytically is evident in other assignments, given that this was an exit slip; she rushed through the writing process and did not communicate as clearly as possible. But given her participation in the discussion, her analytical and communication has been evident throughout the semester.

Student A is a very reserved and passive student. He rarely participates in class discussions and socializes with one other student in the class. Despite his
unassuming demeanor, he is very intelligent and creative which is reflected in the work he chooses to turn in and if he submitted more work consistently he would doing better grade wise. He is also one of the students with whom I converse with often during homeroom. After high school he plans to attend a professional school to learn to become a recording engineer, an occupation that mirrors his personality; he isn’t the one speaking half the time but he is always listening.

I chose student A’s work because he is part of the 90% of class who stated that the consumer has the power due to choice. Although, his thoughts reflect the majority of the class’ analysis, one of his reasons stood out which was, “Hip-Hop is not owned by the media, the corporate, or anyone else, its controlled by the people”, where as the rest of the class focused on choice. In meeting the criteria of the rubric, Student A met three of four due to the lack identifying any economic factors that might be involved. He demonstrated comprehension in the film by referring to a segment that compared Hip-Hop 15 years ago, when there was a broader mainstream selection of content to contemporary Hip-Hop options. His ability to think analytically was evident through understanding that a culture cannot be controlled by external entities, that control of a culture lies within the people who are a part of it. Analytical writing was there through relatively coherent sentences and his use of reasoning through personal experience.

The students performed in this well in this segment. The concepts of Supply and Demand were easily understood by many of the students. They have fairly good grasp on how the economic structure operates in America and in the world. I intend to pass back the student’s work and giving feed back on the exit slips because it reflects their individual thinking and many of the exit slips have something to respond to. I and the class are ready to forward on to the next unit. My students are soon to be graduating this year and have many of their senior activities coming up soon and the engagement level is starting to struggle because their minds are set on June 18th which is graduation day. Thankfully, we’ve covered a majority of the California Content Standards and I want to start a unit that would compliment where they will be at soon, out here with us in the “real world”.

About half of my class is set to attend the local state universities in the fall and the other half, have plans to attend community college, vocational schools and almost all intend to be working to get through school, the next segment will be how to survive economically. We will be going over the job search process, more specifically; where to look for jobs, how write a cover letter, a resume, how to follow-up on an application and how to prepare for interviews. Since all most student have communicated to me that they will be assisted through financial aid to attend school, I’m going use class time to have students apply for scholarships and grants to familiarize them with the process.
**Daily Reflections**

**Lesson I**

Coming from a unit that discussed the Government’s role in economics where we examined it from the perspective of prop 21 and its benefits to the prison industrial complex (which turned out to be a great unit for the student’s and I because I was able to draw on many outside, yet, relevant resources, a unit that I am very proud of) to supply and demand was a big transition. I understand the larger idea of how this works, but the inter-workings of it all are just foreign to me. So I sought the guidance of my guiding teacher and asked “how do you teach this?” His response was assigning bookwork and the reading guides. But I didn’t want to assign bookwork to teach after having a Socratic seminar, role-playing readings from Angela Davis and the assigning of my first essay (a first of many things in this unit). But then again I would not know to prepare the students any other way. So, as long as I helped them with accessing the language, and checking for understandings (like we are supposed to do), then I would be all right. So, I thought about it for a while, okay what do the students need to know, I found myself in the breadth vs. depth conundrum. I told myself, just the basics, put them on to the key terms assist the reading to develop a fundamental concepts than we can bring this stuff home.

So I assigned terms and vocab exercise and as usual, the student’s were disappointed but this is something that they’ve done a couple times with me and also with the guiding teacher, so it’s not new. After the student’s were done, we reviewed the terms, but focused on their interpretations. Once this was done, which didn’t take long because the terms were pretty straightforward. I assigned the worksheets and the student’s got to it.

**Lesson II**

Lesson two was pretty much the same as day two with additional work sheets. But the dispatch was cool because of the discussion, many of the students brought up the new “sidekick” phone that was coming out soon, and video game systems and how those particular products are in demand because you can’t get them anywhere else. But in terms of instruction, nothing really different, once the students got to work, I walked up and down the aisles. Every now and then a student would as me for help, which meant finding them the answer, but my help just came in the form of more questions. Students finished the first reading guide and the second was assigned for HW.

**Lesson III**

This is where it got a little bit exciting because the bookwork sessions were over to my relief and the student’s. The dispatch asked about what kind of business
they would open. Some were very basic and simple like the hot dog stand to limited shoe distribution companies. About 70% of the class wanted to open some kind clothing store, which I found interesting, so we talked about the idea of competition. Then they paired up and went to work.

Lesson IV

This was a very entertaining day for the class because all we had to was create infomercials/commercials for their business’s. I used the dispatch to set up the theme for the day and to incorporate that into their commercials. Since there were many clothing/fashion stores, it interesting to see how there marketing ploy was to attract the opposite sex with clothes bought from there store. Then I closed with them to think about how Hip-Hop was marketed to them. I should have assigned an exit slip for this too, but I thought the student feedback was sufficient. Next time I’ll do this.

Lesson V

This day was a crazy day because filmed finally had access to a camera. To be honest it was kind of weird being recorded, I really didn’t feel like myself and the sure student’s didn’t know what to feel. I felt like the class was to quiet at times because usually student’s are quick to volunteer their responses and we just talk. I found myself self posing more questions than usual and feeling stuck in the front because I had to be in the shot and when I saw myself after reviewing the film, I looked nervous, which I was and I couldn’t loosen up by walking around. To add to that my students in the corner during the discussion kept making comments to a student who was speaking and she just shut down afterwards. I Later talk to her and it wasn’t really the student’s, but all the issues she dealing with out of school and the disrespect shown by the other student’s “just took her there”. All in all, I thought this was a rough day to due to the dynamics in the classroom which is usually a little bit more lively, in a good way. I really wanted to film the presentations because they were really good and the check in with the class out loud, reading the rubric was helpful for the students who presented and provided teaching moments to surface. But can’t dwell, just got learn and move on.
Reflection Commentary

1. When you consider the content learning of your students and the development of their academic language, what do you think explains the learning or differences in learning that you observed during the learning segment? Cite relevant research or theory that explains what you observed. (TPEs 7, 8, 13)

2. Based on your experience teaching this learning segment, what did you learn about your students as history/social science learners (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language, common misunderstandings)? Please cite specific evidence from previous Teaching Event tasks as well as specific research and theories that inform your analysis. (TPE 13)

3. If you could go back and teach this learning segment again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics? (TPE 13)

When considering the content, especially with economics, I have the students begin each unit vocabulary exercise. This prepares my students for the vocabulary that they were going to encounter through frontloading pre-reading strategies. This entailed the students writing in their notebooks the textbook definitions of each key term and then explaining what the key term meant in their own words. For this part of the vocabulary assignment, students are encouraged to use synonyms, examples, scenarios and analogies, so the students would be able to grasp the concepts on their own terms.

After an understanding of the vocabulary is established, we usually look at scenarios or events and look for situations to apply the language. For example, when I teaching a unit on globalization, we watched this documentary called Life and Debt that looked at the affects of globalization on Jamaica. During the film when key issues being discussed, I would pause the film and ask students what economic concepts or term would best fit this scene. In the case of the unit the students submitted where students were ask to look at Hip-Hop and the economics surrounding it, the idea of relevance and looking a situations and people similar to the student’s myself was influenced by Problem-posing theory and practice take the people’s historicity—that is the cultural histories of the marginalized peoples—as a starting point. A theory popularized by Paulo Freire, but for this particular setting, the research that I reviewed was Critical Pedagogy in Urban Contexts: Toward a Grounded Theory of Practice by Jeff Duncan-Andrade (SFSU) and Ernest Morrell (UCLA). Where they discuss the ideas of action research, which is very practitioner based style of research.

Considering that I teach economics lessons from history are important but I try to center the class around more contemporary issues that are present in the
students’ lives. Although, sometimes history is brought to help with contextualizing the present, then bringing it back to economics and how the structures of finance are at play in influencing the realities of our world. Because I center the concepts around the student’s understanding it is easier, not easy, to find applications for the use of academic language. The reason why I showed the Hip-Hop documentary was partly inspired by more research from *Popular Culture and Critical Media Pedagogy in Secondary Literacy Classrooms* by Ernest Morrell, Jeffrey Duncan-Andrade. Where they talk about developing literacy strategies could be more effective when critical media is used to supplement language development.

If I were to go back and change these lessons I would incorporate more graphs for students interpret. Also, have more exercises that would demonstrate how an supply and demand schedules operate and have them be included in the business proposals. I will also provide the options of businesses that students could choose from, so the assignment is more controlled to be more effective in applying economic concepts. As for the discussion, adhere to the core tenets of Socratic seminar to really structure dialogue around content and arrange the classroom to be more conducive to discussion.