



Samples of Individual & Team Lesson Planning

- [2013-2014 Course Syllabus](#) (for my World Geography Course)
- [My Course Assignment Calendar](#) (*click on date, then click “more details” to see details & attached files, links to lesson plan, etc.*)
- [Team Planning - Year at a Glance Calendar](#) *Planning began in early summer (we began the year by looking for natural connections in content...then tried to create interdisciplinary units or look for ways to support each other’s content by rearranging, when possible, the order we introduced concepts and taught content to help create natural learning connections for students across various disciplines.*

Sample Weekly Lesson Plan: [Globalization 5 day lesson](#)

Sample Interdisciplinary PBL Unit: Files for the Entire Unit linked below

- [Global Environmental Problems \(GEP\)](#) - *Side by Side Lesson Interdisciplinary Planning with links to lessons, presentations, supplemental materials, etc. used for this comprehensive unit*
- GEP Presentation Rubrics - [Individual](#) & [Group](#)

Samples of Student Work during GEP:

- [Sustainability PhotoEssay](#)
- [Oil Spill Experiment Blog Post](#)
- [Sample of GEP Student Reflections \(blog post\) of Learning](#)

Additional Samples of Student Work

Student Work - Reflective Blog Posts*:

Click on the following links to view students' own reflections of their work last year and so far this school year on their educational blogs. From within these blogs, you may see evidence of their work and their own thoughts about what they have learned. These blogs serve as their portfolio of work and a way for them to show they have met graduation requirements by mastering the learning outcomes, writing skills, service work, and leadership characteristics of a high school graduate.

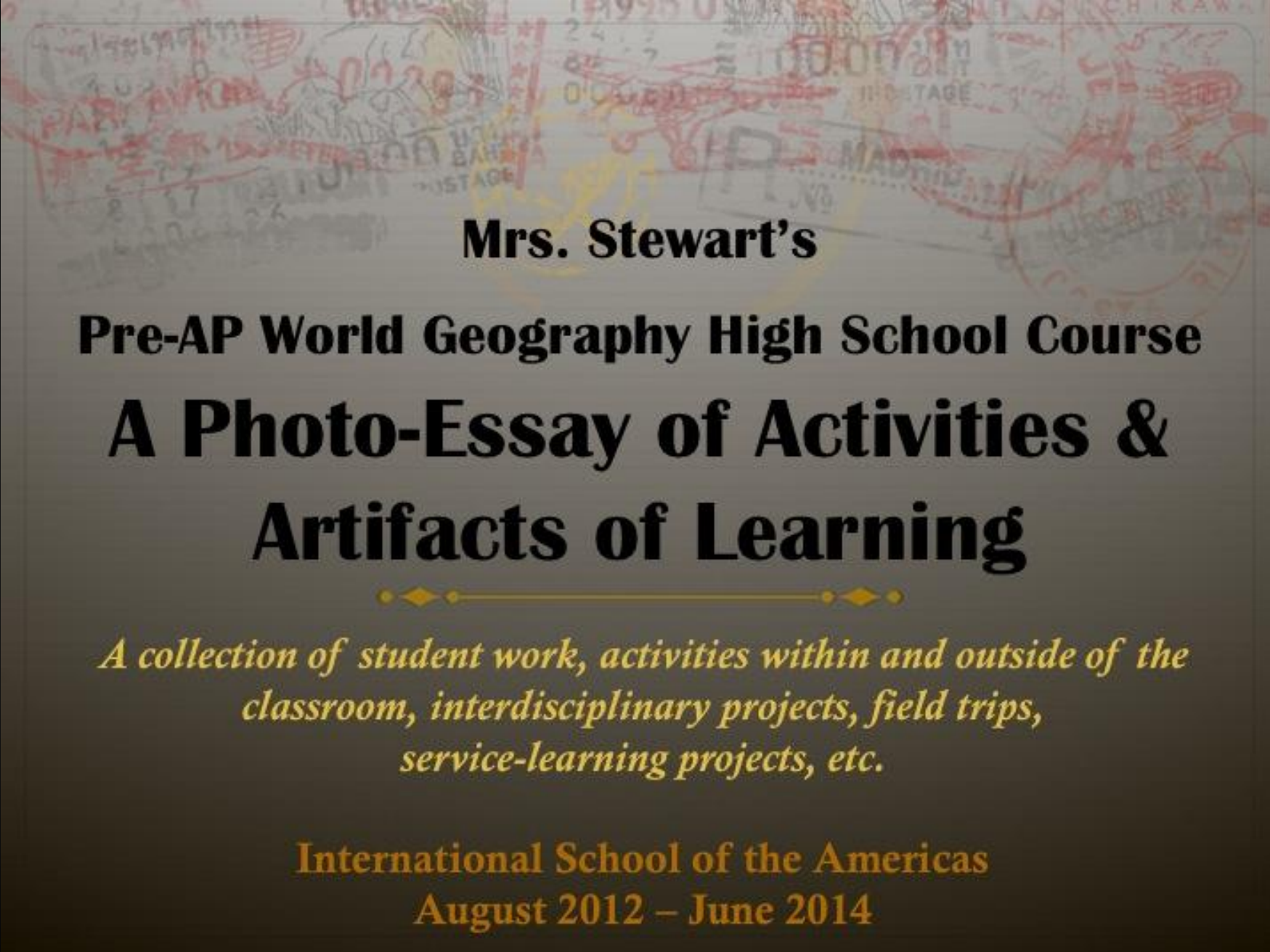
Class of 2016 Blogs

- <http://blogs.neisd.net/kwilliams2016/2013/05/30/my-impact-on-the-world/>
- <http://blogs.neisd.net/rcrim2016/2013/05/21/my-impact-on-the-world-one-step-at-a-time/>
- <http://blogs.neisd.net/nsadowski2016/2013/03/01/south-asia-art-project/>
- <http://blogs.neisd.net/kcarter2016/2013/05/31/my-impact-on-the-world-geography-final/>
- <http://blogs.neisd.net/jramspeck2016/tag/world-geography/>
- <http://blogs.neisd.net/fgonzalez2016/2013/02/22/east-asia-virtual-tours/>

Class of 2017 Blogs (so far this school year...)

- <http://blogs.neisd.net/agonzalez2017/tag/world-geography/>
- <http://blogs.neisd.net/awitherbee2017/category/subject/history-social-studies/>
- <http://blogs.neisd.net/lhudson2017/2013/10/19/gep-extra-credit-blog-post-outline-short-post/>
- <http://blogs.neisd.net/rrisman2017/category/social-studies/>

Note on Blogs: Most students keep their blog posts private & shared only with their teachers and classmates; these blog links are from some of my students that have shared their blogs publicly.



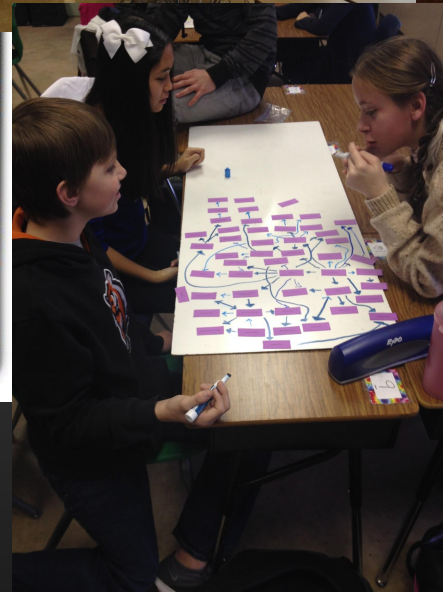
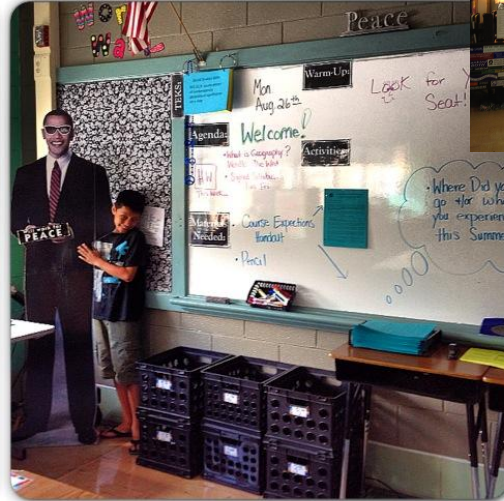
Mrs. Stewart's
Pre-AP World Geography High School Course
A Photo-Essay of Activities &
Artifacts of Learning

A collection of student work, activities within and outside of the classroom, interdisciplinary projects, field trips, service-learning projects, etc.

International School of the Americas
August 2012 – June 2014

The Classroom Setting...

Creating a warm, inviting & well organized space for collaborative student learning

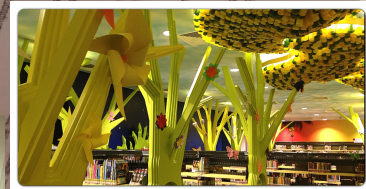
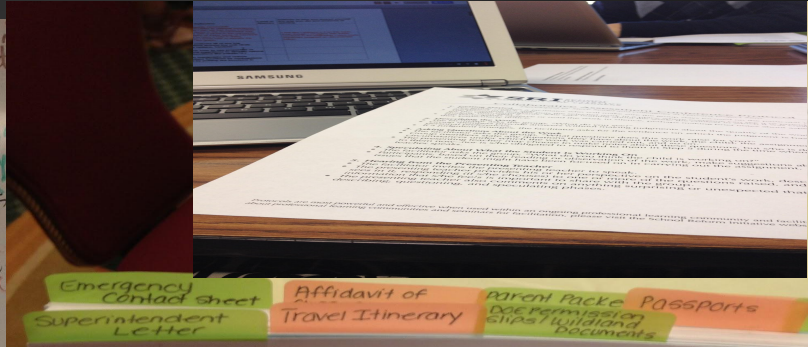


Click [HERE](#) to watch a 24 Sec. video clip of students working collaboratively to create a concept map with unit vocabulary terms.

Planning for Success...

Each school year begins with a summer of professional development, research, field studies & planning for new units, student travel, etc.

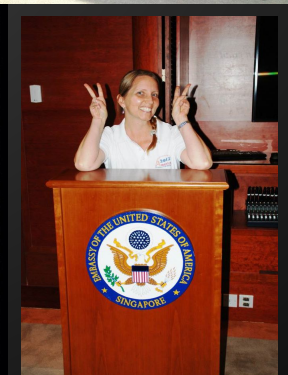
Student Activities	Formative Assessments	Instructor Notes	Summative Assessment	Time Needed, etc.
<p>Intro. Activity: I.D your own culture. Where did it come from?</p>	<p>Students write/ describe their own culture using correct vocab.</p>	<p>Introduce PBL Materials, FAQs, Required Vocab.</p>	<p>What happens, culturally, to people when they migrate?</p>	1 day (possibly 2)
<p>Historical Migration Patterns (Mapping activity)</p>	<p>Map-report out (in groups) how migration impacted/ caused cultural change.</p>	<p>Example: Columbian Exchange. Students will look at other migrations + innovation.</p>	<p>What are Pros/cons to Assimilating to dominant culture?</p>	1 day
<p>Cultural Diffusion & Convergence</p>	<p>Students consider: To what extent are cultures becoming similar? What changes in culture have they seen or will see?</p>	<p>Resource: <i>Missing Teks in World Geo</i> pgs. 147-202</p>	<p>Summative Task: Interview immigrants for their perspective...</p>	1 day
<p>Look @ Examples of ethnically diverse societies</p>	<p>Student can explain benefits to multiculturalism. Presenter Q: How have diverse groups contributed to society?</p>	<p>Students work in groups</p>	<p>Summative: Students present their research to class from their interviews</p>	1 day
<p>Minorities around the World (research) 1 day</p>	<p>Investigate opportunities for under-represented groups around the world. Report Out...</p>	<p>Resources: Geo Today: <i>More Entrepreneurs Women's Role in Dev't of Africa</i> TEK 17C</p>	<p>Reflective: Students use all interviews to inform them of WHY immigrants may choose to assimilate (or not) - Socratic Discussion</p>	2 days
<p>Students prepare for interviews + set up interviews</p>	<p>Students write their own interview questions</p>	<p>Note: Teacher contact ELL teachers, Refugee group, send out request via student leaders to solicit for volunteers for interviews</p>	<p>Take Action: Luncheon w/ Lee Refugees, exchange students, ELL students, etc.</p>	3-4 days



WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY?

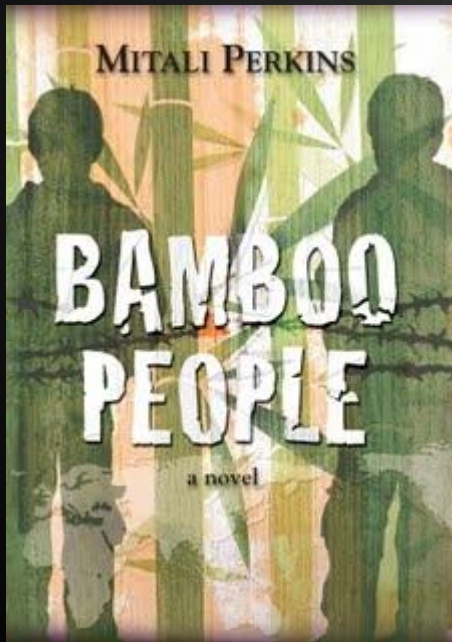
WRONG ANSWERS	RIGHT ANSWERS
<ul style="list-style-type: none"> • MAKE PREZIS • START BLOGS • CREATE WORDLES • PUBLISH ANIMOTOS • DESIGN FLIPCHARTS • PRODUCE VIDEOS • Post to Edmodo • USE WHITEBOARD • DEVELOP APPS 	<ul style="list-style-type: none"> • RAISE AWARENESS • START CONVERSATIONS • FIND ANSWERS (TO THEIR QUESTIONS) • JOIN PARTNERS • CHANGE M:INDS • MAKE A DIFFERENCE • TAKE ACTION • DRIVE CHANGE

TECHNOLOGY IS A TOOL, NOT A LEARNING OUTCOME.



Summer Assignments Lead to Skype Session with Author of Bamboo People, Mitali Perkins

Students prepare for their Freshman year by reading the novel, *Bamboo People*, by Mitali Perkins. The setting of the story is in Myanmar and covers issues including political unrest, oppression, human rights, child soldiers, poverty, loss of cultural identity. Click [HERE](#) to see the interdisciplinary summer assignment. [HERE](#) is the Rubric. This assignment involves all of their core Freshman classes and sets the tone of the school year and prepares them for learning about many pressing global issues from the lens of multiple cultural perspectives.



Here are a few examples of student summer assignments & how they chose to showcase their learning in different formats:

- [YouTube Video/Documentary](#)
- [Prezi presentation](#)
- [Glog](#)
- [Website](#)
- [Google Presentation](#)

Click [HERE](#) to see introductory video from Mrs. Stewart & the Biology teacher as we explain for incoming students the interdisciplinary summer assignment on biocultural preservation of Myanmar.



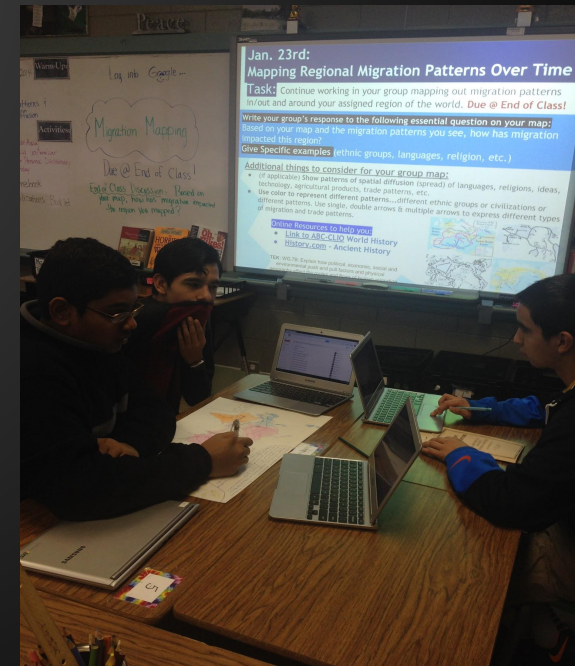
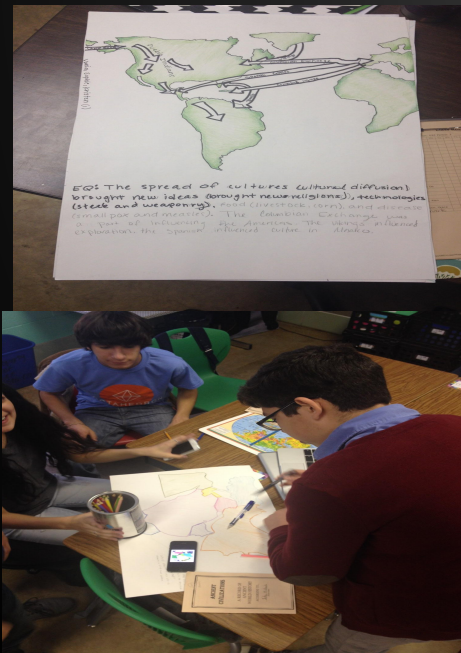
Sample of Vertical Alignment Unit:

Pre-AP World Geography Students Prep for AP World History by researching & mapping historical migration patterns. Students use primary source documents and write a timed Document Based Questioning (DBQ) Essay to prepare for AP Exam Free Response Timed Writing.

Students also research a historical civilization, create an online Glog providing timelines, historical and current maps and details about the significant contributions and impact these civilizations had in human history. This allows students to work on understanding historical change over time and examine the motivations for migration and impact immigration has had on different regions of the world. Their work is shared with their peers, as well as the AP World History teacher to serve as a pre-assessment of their understanding of World History; their DBQ essays are also shared with AP World History, AP U.S. History and AP Human Geography teachers, as well as English teachers to assess my students' level of writing about Social Studies content in preparation for AP exams.

Click [HERE](#) to see Lesson Details
Links to the [DBQ Essay Packet](#), Migration
DBQ Essay [Background Information
Presentation](#) shared with students
Examples of Student Work:

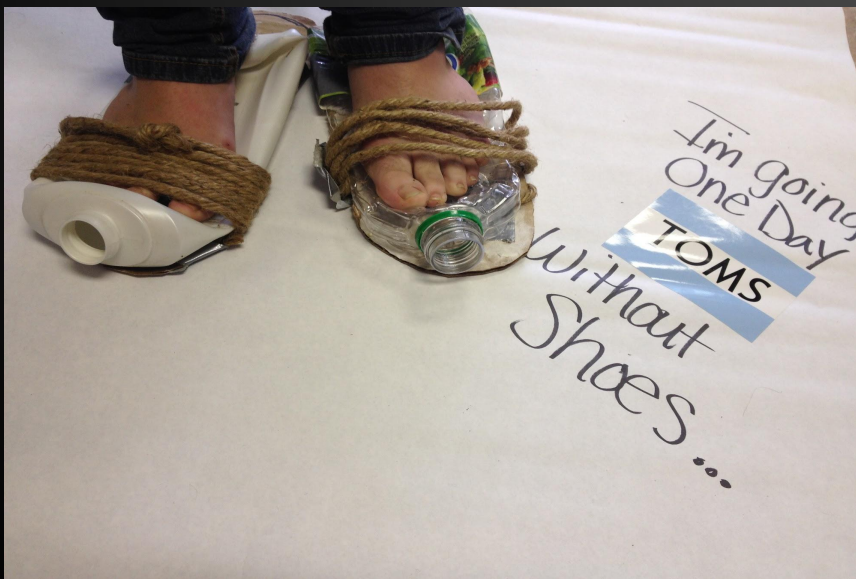
- [Sample of student's first revision of essay with peer feedback](#) (originally timed; afterwards students were allowed to type & correct their essay & then pair up with peers for peer constructive feedback)
- Sample Historical Glogs: [British Empire](#) [The Aryans in Indus River Valley](#) [The Mississippian Culture](#) [The Bantu People](#)



Environmental Health Unit:

“One Day without Shoes” Health Awareness Event

In World Geography classes... Students participate in Shoe Workshop using scrap materials found in recycling/waste bins to simulate life in poverty ...students must try to go one day without their regular shoes & wear their homemade shoes for 1 school day. Students also will put tape on the bottom of their shoes & collect samples; **in biology** they will test their samples for potential pathogens and examine hazards that could lead to health issues if they could not afford shoes and had to walk **barefoot.**



MUNSA: Model United Nations San Antonio

MUNSA is one of the largest Student-Run Model U.N. conferences in the U.S. All ISA students participate in MUNSA. Each grade level organizes part of each year's conference and each teacher has a role in helping students learn how to coordinate and host the conference. World Geography students research various topics related to each year's theme. For MUNSA 2014, the theme was Global Migration, Trade & Human Trafficking. Students researched the history, mission, and the committees' roles and legal authority within of the United Nations; they researched the various topics each MUN committee would be addressing, and participated as Press Corps members in the conference. In their English classes, they learned journalistic style writing. They had to interview student delegates and write a summary from the committee room they were assigned to, trying to get their press write-up selected by the Committee Chair for publication in the MUNSA Newspaper. Click below to see a few examples of my students' final products of journalistic writing:

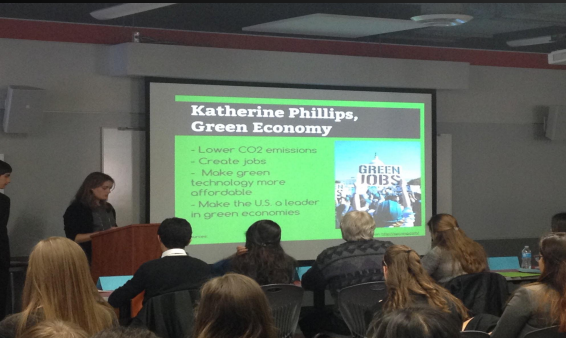
[EcoSac Investigates Drug Trafficking](#)

[Refugees Committee: "To give a state to a stateless refugee"](#)

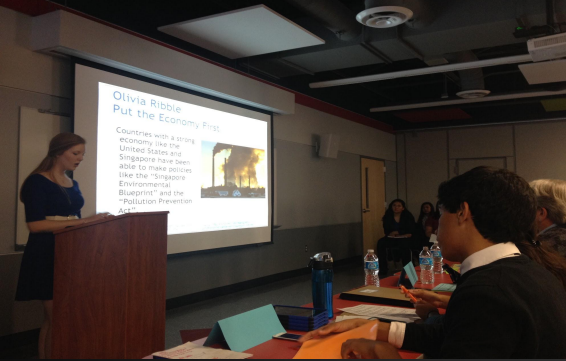
[Child Labor: "Outdated Concept; Ongoing Issue"](#)



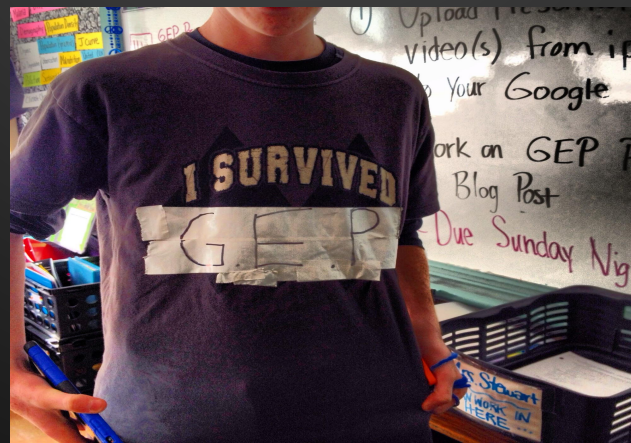
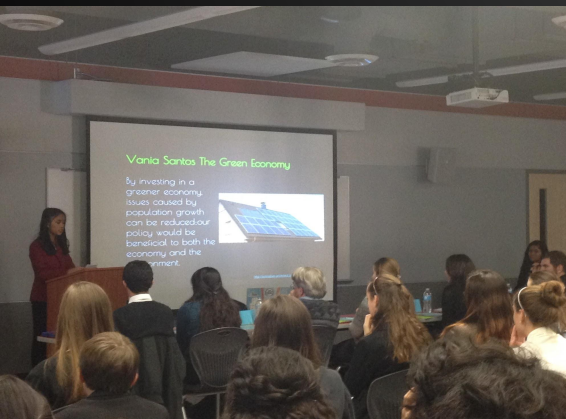
Global Environmental Problems (GEP) Interdisciplinary PBL - *Final Presentations*



Students are assigned to a group & then to an environmental viewpoint on U.S. Environmental Policy. They have to develop policy recommendations based on their assigned perspective, participate in an environmental debate and defend their group's policy proposals before a committee made up of local city and county environmental and government policy experts.



Click [HERE](#) to watch a video clip of one group's presentation



Heifer International Trip

A week-long trip to Arkansas for 120 students to experience a glimpse at life in poverty through a simulated village family life representing a developing country. Students also learn important leadership skills and the importance of cooperation, conflict resolution and sustainable community actions to lift communities out of poverty and for communities to thrive and meet their economic, political, environmental, social and emotional needs as a community and as individuals living within a community.

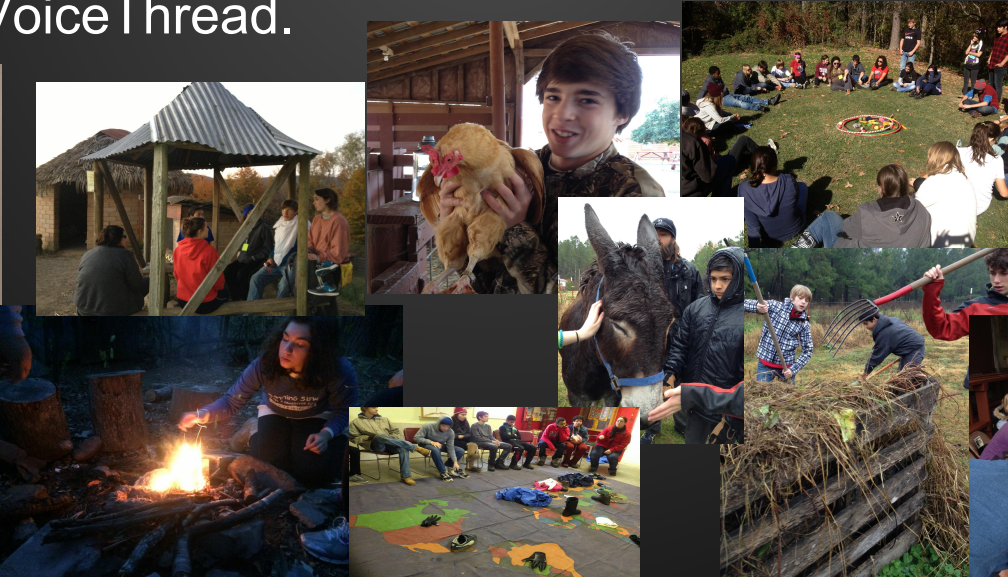


Click [HERE](#) to listen/view one student's reflection as they capture their experience using VoiceThread.

Heifer Lunch:
Scarcity & Poverty
Simulation

Two small photographs showing students sitting at a table with plates of food, participating in a meal simulation.

"If there is enough for all,
why do all not have enough?"



Life in the slums @ Heifer Ranch

Two small photographs: one showing a plate of white rice with a small amount of green herbs, and another showing a wooden bowl filled with oatmeal being served.

1st Night's dinner: a couple spoonfuls of rice with rosemary

1st morning's breakfast: a big scoop of oatmeal

Heifer: Take Action!

Student-Designed Semester of Service Sustainable Communities Service Projects

After students return from the week-long trip at Heifer International's Headquarters and Global Village Ranch, students are given a chance to take what they have learned from GEP and from Heifer and design their own community service project to be carried out during the Spring Semester.

Click [HERE](#) to view Take Action! Project Information, Learning Objectives

Click [HERE](#) to view Project Planning Details, Timeline, & Requirements

Click [HERE](#) to see a sample of one student's proposed service project proposals

“Walk a Mile in Someone Else’s Shoes”

Poverty & Water Scarcity

Awareness/Fundraiser Event

In May 2013, my students experienced a slight glimpse into the difficulty of living in poverty where often people (especially women and children) must walk miles each day to collect water for their daily use. Students walked a minimum of 1 mile carrying a bucket of water. **Students also raised over \$1,000 through their donations in this one day event. Funds were donated to Nuru International**, an organization working to end extreme hunger and build sustainable communities in Kenya and Ethiopia. Some of my students were so moved by this event, they volunteered their time to go organize and coordinate another “Walk a Mile in Someone Else’s Shoes” 1 day event at the nearby middle school.



Student Participation in Advocacy Events

I love seeing my students get involved in local events to develop a strong sense of civic engagement and to feel more personally connected to global issues they are learning about in class. Here are a couple of events: a march to raise awareness about genocide and a screening of a new documentary about the LRA in Uganda.



Students' Phones Become Tools --Not Toys

Teaching Students to Use Social Media to Talk, Tweet & Connect Academic Content They Learn in Class When They See Examples of What They Learned in Class in the Real World...& Take Action within the Community.

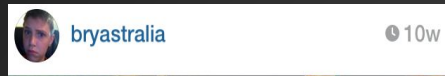
Authentic Learning, Real Action. Real Connections to the Content



landofdance, animelovers1470, official_white, joyzee922, lapnb123
 animebub #isa2017gep #mysustainablesanantonio # fairtrade #tenthousandvillages
 Fair trade is a more sustainable an humane practice because it allows those who have little money but many usable materials for crafts to be able to sell their creations across the world.



_kingdomhearts, bloody_ashes, official_white, lapnb123, pewdiepie_and_kingdomhearts, joyzee922, animelovers1470
 animebub #isa2017gep #mysustainablesanantonio #pearlbreweryfarmersmarket#myfathersfarm
 Supporting local farmers is important because the produce that we get from the store has most likely been ripened with gas. At farmers markets, the produce ripens with time and is healthier.



30 likes
 bryastralia This is me and my new friend. His name is Mr.Monkey. I am at Ten thousand villages is a fair trade business. They take items from countries all around the world and sells them for the price that the people who made it set. It helps them get out of poverty. #monkey #tenthousandvillages
 bc2cool BRIAN HAH hey bro. tbh you make me so happy on a daily basis, and I thank you for that. keep smiling 🍌



22 likes
 the_skoogster_98 #isa2017gep #mysustainablesanantonio #tenthousandvillages Shopping at nonprofit stores is more sustainable and humane because all of the money they make goes to charities and they do not use it for



21 likes
 the_skoogster_98 #isa2017gep #mysustainablesanantonio #fairtrade #tenthousandvillages Shopping at a nonprofit stor is more sustainable an humane because all of the money they make goes to a community service or to people in need.



59 likes
 paigistan After talking to Kora Lamar from Oakhill Farms (Poteet) I learned that her farm operates using a drip irrigation system to conserve water. She described how the assembly of vendors in the market were truly a community, giving San Antonians access to fresh foods. Most of these foods are grown without pesticides. This is good because it prevents our waters from being polluted, and limits the decline of biodiversity. Farmers markets are an excellent opportunity for smaller business to maintain a stable income and support our local economy.



53 likes

Cultural Exchange Programs

Some of the photos from cultural exchange visits I have coordinated for students and teachers from South Korea, Japan and various Central American countries



Examples of Campus Community Involvement

Each year, Dance Students select their favorite teacher to dance the annual student-teacher football halftime performance. I was honored, a bit clumsy, but had a terrific time bonding with my students and colleagues at rehearsals. Moments like these make school feel like a real community and all of its members like an extension of my own family.



My team and I coordinating, alongside with parents, the annual Freshman Garage Sale. All of the money raised helps offset the expense of travel by providing travel scholarships for students whose families may otherwise not be able to afford to send their children on our weeklong trips. I love helping ensure 100% of my students get to travel regardless of personal family finances.



Annual ISA Freshman Garage Sale Fundraiser. Today we raised \$2700+ for student travel scholarships. Way to go Class of 2017!!!