



G1.

CURRICULUM REFLECTION

INTRODUCTION

“I believe in the college dream!”

This lesson brings closure to the curriculum by allowing students to reflect upon what they have learned and identify the activities they found most effective.

ACTIVITIES

- ➔ Share with students that they now will have an opportunity to reflect upon what they learned from this curriculum.
 - ➔ Provide each student with their Student Portfolio (curriculum work completed). Allow students a few minutes to review their work.
- Note to facilitator:** If portfolios are not completed ahead of time, students can spend some time organizing their work and placing it in a folder.
- ➔ Divide students into small groups of 4-5. Provide each group with markers and a piece of large poster board or butcher paper.
 - ➔ Distribute the *Curriculum Reflection* and read the instructions.
 - ➔ Allow groups to work for 10 minutes.
 - ➔ Ask group representatives to present their poster board or butcher paper in front of the class (allow 2-3 minutes for each group).



TARGET AUDIENCE

Students grades 4 through 8, may also be used for students grades 9 through 12



40 MINUTES

This lesson brings closure to the curriculum by allowing students to reflect upon what they have learned and identify the activities they found most effective.



MATERIALS NEEDED

- Lesson Handout: *Curriculum Reflection*
- Student Portfolio (In preparation for the activity, student work completed during the curriculum should be gathered into a folder for student review.)

LEARNING GOALS

- ➔ Students will reflect upon all the curriculum activities.
- ➔ Students will identify their favorite activities and lessons learned and share them with their peers.

CURRICULUM AND SKILLS STANDARDS

- ➔ Standards for the English/Language Arts: 3, 4, 5, 6, 7, 12

See *Appendix A* for complete curriculum standards descriptions.



HANDOUT: CURRICULUM REFLECTION



NAME _____

In your group, put a star next to one activity in each section you most remember or most liked. In the space provided, write why you remember or liked that activity. Identify two group representatives to present to the class.

A. INTRODUCTORY ACTIVITIES

- *Who Are the Copilots in My Life?*
- *Oral History Interview*
- *What Does Success Mean to Me?*

B. ACADEMIC CONSCIOUSNESS

- *Who Am I?*
- *Who Has Better Odds?*
- *My Communities*
- *People Who Believe in Me*
- *Helping Me Reach My Goals*
- *Road Map to Success*
- *Visualizing the Road Ahead*
- *Timeline to Success*
- *I Know How to Reach My Goals*

C. ACADEMIC SUCCESS IS A COLLABORATIVE EFFORT

- *Navigating the Road to My Future*
- *Twists and Turns Along the Road*
- *Directions Please*
- *Challenges Helping Me Grow*
- *Preparing for Challenges Ahead*
- *Getting Advice*
- *Getting Advice from Where?*
- *Helping My Friends Stay on Track*
- *Learning through Helping Others*

Example

We liked this activity because we had to think
of ways we can help our friends. We liked this
because it reminds us that we can help our
friends make good decisions.

SECTION A ACTIVITIES

SECTION B ACTIVITIES

SECTION C ACTIVITIES

D. ACADEMIC SUCCESS HAS COMMUNAL BENEFITS

- *The Benefits of Higher Education*
- *Why College?*
- *The More You Learn the More You Earn*
- *I'm Excited about College*
- *How Can My Education Benefit My Family and/or Community?*
- *I Believe in Myself ... No Matter What*
- *When I Become a _____, I Will Benefit the World*

E. LEARNING STYLE KNOWLEDGE IS NEEDED FOR ACADEMIC SUCCESS

- *What Type of Student Am I?*
- *What Time Is It?*
 - *Weekly Time Chart*
 - *Assignment Log*
 - *To-Do List*
- *I Need Help!*
- *My Resources*
- *What Do I Like to Do?*
- *What Types of Students Do Colleges Want?*
- *Crawl, Walk, Run*
- *Building Your Knowledge*

F. MAKING SUCCESSFUL TRANSITIONS

- *I Will Go Through Changes*
- *Changes, Choices and Lessons Scenarios*
- *My Changes and Choices*
- *Changes, Choices and Lessons*
- *Transitions Are a Part of Life*
- *Transitioning into Middle School*
- *Transitioning into High School*
- *I Can Overcome Any Challenge*
- *Making Successful Transitions*
- *Navigating My Transitions with a Copilot*

SECTION D ACTIVITIES

SECTION E ACTIVITIES

SECTION F ACTIVITIES
