

Planning Commentary

1. Central Focus

a. *Describe the central focus and purpose for the content you will teach in the learning segment.*

The central focus of the learning segment titled *The Articles of Confederation and the United States Constitution* is to identify the goals, development, and weaknesses of the first constitution in the newly founded United States and link newly learned content to the founding fathers' decision to create a new constitution during the Convention of 1787 in Philadelphia. Students will be able to explain the relationship between each document as the Constitution corrected several flaws of its predecessor.

The goal of the lesson is to develop students' abilities to analyze information and connect historical events to one another while supporting claims with accurate and relevant information. As the instructor I will often model the process of identifying and connecting historical ideas and lead students into proper analysis through question and answer formative assessments. I will often review the purpose and structure of discourse in social studies and provide students with a learning tool (P4.4) to utilize as they draft a response regarding the concepts of federalism and anti-federalism in a summative assessment.

b. *Given the central focus, describe how the standards and learning objectives within your learning segment address:*

- *facts and concepts*
- *interpretation and analysis skills*
- *building and supporting arguments*

The learning standards provided by New York State's Social Studies Standards outline the facts and concepts that are the focus of the learning segment. Standard 11.2, "Constitutional Foundations" challenges students to analyze the development of the Constitution based on historical facts and the developing arguments presented by anti-federalists and federalists during its conception and ratification.

As the instructor I will present historical content through a series of spiraled presentations and assess at intervals for appropriate levels of understanding. Differentiated text will be distributed and discussed at times so students may analyze and interpret appropriately leveled works as they prepare to draft a discourse regarding federalism in a summative assessment. Students will be challenged to use specific information from their notes and excerpts or full texts to extract information that support their claims. Key quotes, statistics, standpoints, and concessions will be referenced in their writing. Information from each lesson in the segment can be utilized to create their response and I will help guide students' recognition of pieces that are essential by referencing previously learned information.

c. *Explain how your plans build on each other to help students **make connections** between facts, concepts, and interpretations or analyses to build and support arguments about historical events, a topic/theme or a social studies phenomenon.*

Throughout each session of the learning segment I will build connections between the Articles of Confederation and the United States Constitution through multiple presentations, teacher modeling, the completion of guided notes, and differentiated formal and informal assessments.

A chronologically developed order of events will be presented with discussed analysis of each step as the founding fathers developed the first constitution in the United States known as the Articles of Confederation then ultimately recreated the "law of the land" under the modern United States Constitution.

Each day I presented students with an advanced agenda on the white board (P3.5). The format I used is reflective of Ausubel's subsumption theory as I provided students with explicit goals of what they would be learning, what information should be linked from previous knowledge, and identifying the days' "essential question" or learning target. The advanced organizers remain on the board during the class period and help students by encouraging them to link past information to new ideas and think critically about content.

After a previous learning segment regarding the events of the American Revolution and Declaration of Independence students will investigate the development of the Articles of Confederation. Students will examine the role of the central government and relate it to colonists' perspectives that existed immediately following the Revolutionary War. Students will recognize the limitations given to the central government in response to the fear of tyranny and desire to avoid similar burdens that were imposed by King George III of England.

In lessons 1 and 2 of the segment, students will learn the historical facts of the Articles of Confederation while focusing on the explicit weaknesses of its design. Through question and answer assessments modeled after Pask's Conversation Theory, I will be able to connect ideas from previous lessons to new material. At times I will model ways by which students should link ideas from one class to the next in think-alouds. An example may be by stating, "I know taxation was a major cause of the Revolution so the founding fathers were reluctant to grant the power to tax. While this gained support for ratification of the Articles, it left a significant weakness that would later be corrected by the Constitution since tax money is important for so many things the government takes care of such as national defense, roads, and education."

In lesson 3, students are asked to recall previous knowledge as they are introduced to the major compromises of the Constitutional Convention that ultimately replaces the Articles of Confederation. The previous knowledge is applied as students analyze the changes that are employed in the new constitution. Students will follow my modeled justifications regarding the compromises and be challenged to critique the decisions made through the formative assessment agree or disagree. In their responses, students should be able to explain their rationales for agreeing or disagreeing with the compromise in question (Great Compromise, Three-Fifths Compromise, electoral compromise, and taxing compromise). In a short writing piece students will be challenged to express their opinion on any compromise(s) by drafting a mock-letter to their representative persuading them to take a stance on any issue discussed from the perspective of a New York resident while reference historically accurate information.

In lesson 4 students will complete a summative assessment in the form of a double entry journal where they must draft a discourse that analyzes the federalist and/or anti-federalist stance on ratification of the newly proposed constitution. Students must draw upon previously learned knowledge from the Pre-Revolutionary War Era, the Declaration of Independence, the Articles of Confederation, as well as the Constitutional Convention. Students will be introduced to leaders of the federalist and anti-federalist factions as well as their arguments in an instructor led presentation. Students will be given a differentiated text or collection of excerpts to analyze and interpret so that they may draft a discourse regarding the topic of ratification. Each student must interpret the words of the text given to them with my assistance in order to complete the task. Students will then switch essays and respond to their peers' argument as the second leg of the double entry journal during a future learning segment. Partners are instructed to provide feedback to their classmates' claims and interpretations of the provided text by comparing and contrasting their own thoughts and perspectives.

The lesson segment will lead the class into the next unit, "The United States Constitution," that focuses on the details of major articles of the Constitution which outline the Separation of Powers. The structure of the Constitution and the inclusion and analysis of the Bill of Rights (Amendments I-X of the United States Constitution) will also be built upon in the next unit using prior knowledge from the learning segment presented.

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a-b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g. students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus - what do students know, what can they do, and what are they learning to do?

The academic skill level of the students in the United States History and Government varies widely. Students have successfully passed the Global History Regents' exam with a minimum score of 65 in 10th grade as a prerequisite and have chosen not to enroll in the advanced placement course in 11th grade offered by the district. Students have learned basic geographic skills, academic writing skills, and have completed two years of American History in 7th and 8th grades and two years of global history in 9th and 10th grades. Prior knowledge of basic American History will often be called upon to supplement a more rigorous, concept based curriculum in 11th grade.

Varied levels of cognitive abilities provide opportunities to differentiate materials and spiral the learning experience. Throughout the first weeks of school students have demonstrated varied abilities of writing and reading - two essential skills for the content area and the learning segment. They have not been evaluated by any standardized exams but have taken pre-tests to assess their prior knowledge. Less than 10 percent of students were able to correctly answer 50 percent of questions on a 45 questions multiple choice exam regarding class content.

Students are familiar with the New York State Regents' format of multiple choice questions, short answer responses, and one of two essay styles: a document based question or a thematic essay. Students have completed graphic organizers at all grade levels in preparation for written essays. Students in 11th grade United States History will be working on linking facts and concepts together to build stronger, in depth relationships regarding early American History in the learning segment.

Students will analyze new knowledge in conjunction with prior knowledge to build sound arguments in oral and written format as part of the key language demands of the social studies curriculum. Students will build upon their basic writing skills learned in previous ELA and Social Studies courses by adding the use of discourse markers into their writing to support their claims. Through the Common Core and New York State Shifts, students will also be interpreting, evaluating, and citing rigorous text based evidence in social studies class.

a. Personal/cultural/community assets related to the central focus - what do you know about your students' everyday experiences, cultural backgrounds, and interests?

Students in the district alternate between "M" and "T" days to differentiate the electives they will attend. Students are in class from 8:08am - 2:30pm with 42 minute (average) class periods. Many students in the class live in the village of Greenwich and are within walking distance of the school buildings. Other students come from one of any ten additional hamlets of the 98.8 square mile district. Families in the community come from a blended working and middle class background with a median income of \$40,709 and less than 6 percent of the population falling below the poverty line. The town itself is traditionally of agricultural origin with several small businesses existing on a main street. While there are three foreign exchange students in the class of less than 100 students, the vast majority (97%) identifies as Caucasian and speaks English as their primary language. Many families in the district have long-standing roots and students often have siblings that have graduated or are still attending school. Several students have direct family connections to faculty found within the district.

A majority of students participate in one or more of the extracurricular activities offered including seasonal sports teams, academic clubs, and internships. Students must not be failing 2 or more classes to play sports and must be to school before the 1st period bell rings to be eligible to participate in extracurricular activities. Many students demonstrate a moderate to great amount of intrinsic motivation to do well in academics and athletics as evidenced by the district's high success rate of sending 86% of its alumni to higher educational opportunities.

3. Supporting Students' History/Social Studies Learning

Respond to prompts below (3a-c). To support your explanations, refer to the instructional materials and lesson plans you have included as part of task 1. In addition, **use principles from research and/or theory to support your explanations.**

a. Explain how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a-b above) guided your choice or adaptation of learning tasks and materials.

The close knit community atmosphere of the school district and tradition of success allows me to engage students through analogies that reference student interests, community events, and past experiences. In particular, the discussion of government can be related to local affairs to improve relevancy and enhance student interest. I will use knowledge of my students to create more personalized opportunities for discourse and critical thinking as I challenge students to consider stances on issues that are strongly debated within the community such as healthcare, the 2nd Amendment, and small town economies during assessments found in the learning segment.

The four day learning segment builds upon students' prior learning from each lesson and is spiraled in difficulty and complexity as students must link new information together from the cumulative segment. A combination of traditional learning theories was applied alongside modern examples to support the integration of technology and higher order thinking skills in effort to improve the students' language function of discourse and development of 21st century skills. Many justifications regarding research are cited directly on each lesson plan.

Each lesson is "chunked" into small segments of two major topics - the Articles of Confederation and the United States Constitution. Miller's theory on short term memory and information retention recommends providing a small set of information to learners rather than an overwhelming amount of information so it can be processed and stored for long-term recall.

Through the segment I will lead spiraled questioning and answering assessments to provide opportunities for personalized learning experiences based on Education Oasis's "Q-Chart" (P1.1). Knowledge of students will enable me to also personalize analogies and topics in discussion based on prior knowledge, personal interests, and events from the local community. Gordon Pask's 20th century theory on conversation supports the belief that through natural discussion, object language (content based) and metalanguage (vocabulary development), I can differentiate the learning experience of the students to maximize gained knowledge. Furthermore, real-time discussion will allow me to ask questions for Pask's "serialists" - those who learn sequentially, or for "holists" - those who can recognize and link higher order connections.

In addition to Pask's theory, the decision to use oral questioning and answer techniques as demonstrated in the SMART Lesson (A1.3 and video #1) from lesson and the Find Someone Who... activity (A3.1 and video #2) from day 3 are built on Vygotsky's theory of the zone of proximal developed (ZPD). Both activities are built around Vygotsky's belief that more capable students can help their peers through discussion and collaboration and the most capable students may achieve higher levels with my support through teacher modeling. All students, including classified students and English language learners, displayed a tremendous amount of conversational support for one another throughout the learning segments.

The economic statistics of families in the district was also considered. Research by Susan Neuman revealed significant effects on language acquisition due differences in family incomes. Students near or below the poverty line struggle to understand grade-level texts and will need additional support. Although most students in the district are from homes above the poverty line it is still important for me to plan accordingly and present a strong focus on vocabulary and language in my lessons. Additionally, low income status effects student morale, is linked to health issues, and chronic absenteeism. These students must remain engaged in an environment that is fun and friendly. I have also made attempts to provide outlets for students to access information and receive support outside of class as necessary.

*a. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.** Consider students with IEPs, English language learners, struggling readers, underperforming students, or those with gaps in academic knowledge and/or gifted students.*

Prior to the implementation of this learning segment several students have been classified under IEPs and 504 plans that clearly designate any modifications or accommodations to be provided. Multiple students in the grade are identified on the autism spectrum disorder spectrum but are considered to be highly functional in academic skills and struggle mostly with social and organizational skills. In compliance with their designated accommodations I will distribute completed copies of notes (shown in A4.1b) and regular, “blank” guided notes, when applicable for classified students to follow to the best of their abilities. Five students in the class and one in the featured videos required guided notes. Students with classifications that designate extra time for quizzes and tests will also receive their arranged accommodations when applicable. One student’s classifications also permit the use of a word processor which they were able to use to complete writing assessments in lessons 3 and 4.

In an inclusive setting with a student body that learns through different styles, Gardener’s theory of multiple intelligences drove the development of varied activities, presentations, and assessments. The SMART Lesson activity in day 1 and *Find Someone Who...* activity in day 3 both focus on kinesthetic and interpersonal intelligences as students are encouraged to move and discuss content with peers and myself to gain knowledge.

The implementation of differentiated instruction and assessments based off previous student performance pairs with Gardener’s theory of multiple intelligences as it allows content to be presented to the students’ strengths and at levels that will help them move through Vygotsky’s Zones of Proximal Development. Classified students and foreign exchange students who were still mastering English were met with spiraled opportunities and differentiated materials based on their abilities, not their labels.

PowerPoint presentations include graphic organizers and authentic images of topics discussed for visual learners. Differentiated political cartoons (A2.1 and A2.2) and the corresponding assessment that opens lesson 3 allow kinesthetic, interpersonal, and verbal-linguistic learners to participate with confidence. Many underperforming students in the class struggle with written essays yet communicated a high level of understanding of material through oral discussion. Interpersonal activities allowed those students to remain engaged, build confidence, and ultimately be exposed to more ways to express their thoughts that can be reflected in writing.

Several students exhibited potential for being gifted students and the class even included students who had declined enrollment at the AP level after qualifying. Differentiation was strongest during the summative assessment featuring arguments from federalists and anti-federalists. The double entry journal for gifted students was based on a full text of Federalist Paper #1 by Alexander Hamilton and was more rigorous than the selected quotes given to other

students for the same task. Gifted students were also asked to include a higher number of discourse markers from their handout (P4.4) when drafting their essay.

Supplemental materials including notes, links to web resources, and videos were provided on the class website that I own and maintain - ilovesocialstudies.com. Many students in the class identified themselves as intrapersonal learners that would learn best in the distributed individual quadrant of learning discussed by Edward Hutchins in the mid 1980's. By providing access to notes on the web or in hard-copy format, these students would be able to maximize their learning experience in the environment best suited to their learning styles.

c. Describe key misconceptions within your central focus and how you will address them.

Key misconceptions often associated with the learning segment include confusion and overlapping of multiple documents created during the colonial era. Students may confuse key terms such as the Declaration of Independence, Articles of Confederation, United States Constitution, Bill of Rights, and amendments. Each document is a building block of American History and students often confuse one term with another or fail to link the main concepts to the document they were expressed in. An example may be a student believing the Declaration of Independence provided a set of laws and system of government for the United States when in fact it was the United States Constitution that successfully completed this task.

I will combat this misconception by referencing previously learned knowledge, having students construct graphic organizers, and by clearly stating the differences through teacher modeling in this learning segment as well as future units. By visually separating the principles and concepts of each document, students will be better able to differentiate between them.

Students may also struggle to realize the Articles of Confederation was indeed a formal constitution. This may be an issue because the United States currently operates under a constitution that is referred to as *the Constitution* (proper noun).

4. Supporting Students' History/Social Studies Development Through Language

a. Language Function. Identify one language function essential for students to learn the history/social studies content within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Compare/Contrast	Construct	Describe	Evaluate
Examine	Identify	Interpret	Justify	Locate

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs (give lesson day and number).

In this learning segment, lesson 4 will culminate in an activity where I challenge students to compare and contrast the arguments made by Federalists and/or Anti-Federalists in regards to the ratification of the United States Constitution. Students will be given differentiated resources - either a full text from Alexander Hamilton's *Federalist Paper No. 1* (P4.2 - most difficult) or excerpts from Anti-Federalist and Federalist arguments (P4.3 - less difficult) that must be utilized in conjunction with information provided in class to create a discourse in the form of a double entry journal (A4.2) as a summative assessment.

I will challenge students to examine the situation faced on both sides of the issue concerning ratification that they have been studying. Students will draft an essay using discourse markers and evidence from text. I will be providing students with a *Discourse Markers* guide (P4.4) that may be used as a reference when writing. They will be reminded to consider historical events and evaluate how they may have affected each side's arguments.

c. Additional Language Demands. *Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.*

To complete the task discussed above, students will be required to exercise several other language demands often utilized in the social studies content area. Students will be challenged to analyze and interpret rigorous texts as supported by the New York State ELA Shifts 1-6 to write an essay supported by evidence from readings.

Students will be evaluating the arguments made by Federalists and Anti-Federalists throughout their analysis of the text. As students write the first leg of the assignment they will also be asked to support their claims based on evidence from the text and lesson.

In the second and final portion of the assignment, students will draft a response after analyzing and evaluating a classmate's discourse. Their response will only concern the writing of their partner, not the readings or their own responses.

Students should be familiar with the following content vocabulary in order to perform well on the assignment: *Articles of Confederation, Union, Constitution, Ratify, Federalist, Anti-Federalist*. I will be providing support to help students navigate the rigorous text provided and scaffold their learning.

Before students begin working on the double entry journal, I will define the term *discourse* and review the *Discourse Markers* sheet as well as the purpose of including a collection of the terms provided. Students have reviewed the basic principles of academic writing in a previous lesson and construction of a practice New York State, Regents' Document Based Question (DBQ) and will now be challenged to develop their discourse by using key markers that are categorized into other language functions.

I will be informing them that academic writing, specifically the construction of discourse, should include a consistent use of markers that allow the reader to clearly understand what language function is being exemplified within their writing.

d. Language Supports. *Refer to your lesson plans and instructional materials as needed in your response to the prompt. Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a-c.*

During this assignment I will be scaffolding student learning by introducing the use of discourse markers to academic writing. The *Discourse Markers* sheet provided gives examples of words and phrases that can be used to help students develop several language functions in their writing including comparing, contrasting, qualifying, emphasizing, and sequencing. Students have also explored the concept of cause and effect that is commonly found in the social studies content area.

In previous lessons of this learning segment I have discussed several historical ideas that each side reacted differently to including the events prior to the American Revolution that led to the Articles of Confederation, the effects of Shay's Rebellion on the Constitution, and the weaknesses of the Articles of Confederation to the development of the Constitution.

Prior to the assignment discussed above, students will have completed a document based question (DBQ) as assessed by the New York State Regents' Rubric using graphic organizers to organize ideas and evidence from text that supports their arguments and main points. Assessment material A4.1/b shows a completed table that each student will create or receive. It outlines each side's arguments, strategies, advantages, and disadvantages. This tool will help students compare and contrast the Federalist and Anti-Federalist situation prior to the adoption of the Constitution. Students learned about 4 major compromises and the contrasting arguments made by at least two sides on the issues that were discussed in the Constitution's inception that may be referenced in their assessment (as seen in student sample work).

These language functions have prepared students by improving their abilities to analyze texts and compare and contrast the ideas they represent.

5. Monitoring Student Learning

a. Describe how the planned formal and informal assessments provide direct evidence of how students learn and use facts, concepts, and interpretations of analyses to build and support arguments about historical events, a topic/theme, or social studies phenomenon throughout the learning segment.

Throughout the lesson segment several informal and formal assessments are incorporated to gauge student progress and adjust curriculum. Students should be making claims that are historically accurate or plausible while utilizing content based vocabulary as often as possible. I will spiral learning by introducing higher tiered vocabulary and concepts or by simplifying words, text, or examples as needed based on student responses.

At the end of lesson 1 I will have students participate in an informal assessment using the SMART Board where they will identify and explain the powers of the states and federal government under the Articles of Confederation as well as the weakness that existed within its design through a question and answer session. I will ask students to correctly identify elements then use question and answer techniques to have them explain their responses using facts and authentic scenarios when applicable (Video 1).

In lesson 2 students will begin in groups by analyzing a differentiated political cartoon that was assigned as follow through in the previous lesson. Groups must answer the questions associated to each cartoon using knowledge learned from the lesson and present their answers to the opposite group so they may complete both sides of the worksheet with my support. This informal assessment allows me to gauge student knowledge of the topic (Articles of Confederation/Ratification) and review difficult concepts such as linking past events, cause and effect, and symbolism. Students must use evidence from their notes, interpret images, and analyze accompanying captions in order to answer the questions accurately.

During lesson 3 I will ask students to analyze their notes from lessons 1-3 to differentiate between two sides on several issues surrounding the Constitutional Convention. Students must identify the arguments presented from each group as well as the final compromises made during the convention by reading independent texts. This activity will reveal how well the students are able to work with text to find evidence and cognitively process information into graphic organizers. I will be walking around the classroom to check on student progress and offer assistance when needed.

Lesson 3, like many, also features an exit slip that challenges students to present a historically accurate depiction of a letter from the perspective of a New Yorker on any one of the issues discussed in the guided notes. Students will use facts from the lessons to accurately compare and contrast arguments before drafting a letter from the assigned role (A3.2). The assessment will gauge the students' abilities to understand perspectives and interpret evidence from text in their writing to present historical events.

Lesson 4 features a formal, summative assessment that is described above in section 4, *Supporting Students' History/Social Studies Development through Language*, this two-step assessment known as a double entry journal will require the originator to draft a discourse based on accurate interpretations of rigorous and differentiated texts concerning the topic ratification of the United States Constitution. Students may need to compare and contrast the arguments made by two groups and support them with background information from several previous lessons in the learning segment and other units such as the events leading to the American Revolution. Evaluating and interpreting the words of Alexander Hamilton, Thomas Jefferson, and/or James Madison will be a central focus of the task. After students have drafted

a brief essay, they will switch papers with a partner who will then respond to the original author's essay (not explain their own thoughts again).

Throughout all of the lessons in the segment I will also be informally assessing students through simple activities such as thumbs up/thumbs down, agree and disagree, and allowing them to collaborate at times to engage them as shown in the "Find Someone Who..." activity that encourages students to walk around and speak with their peers to review materials before proceeding.

Each assessment will be accompanied by immediate feedback when possible. I will be actively engaging students and challenging them with rigorous, yet differentiated tasks to assess their progress and understanding of the content presented in the learning segment.

b. Explain how the design and adaptation of your planned assessments allows students with specific needs to demonstrate their learning [consider all students, including students with IEPs, English Language Learners, struggling readers, underperforming students, or those with gaps in academic knowledge, and/or gifted students.]

The assessments are often varied amongst learning styles recognized by Howard Gardner's theory of multiple intelligences allowing students to make stronger connections to content. Lesson 1 closes with an informal SMART Activity assessment that allows interpersonal and linguistic learners to express their knowledge by collaborating with me and their classmates to scaffold their learning. Working directly with the SMART Board also helps kinesthetic learners as they are encouraged to utilize the screen's hands on function when participating. The SMART assessment and other sessions of question and answer assessment also allows me to easily differentiate the rigor of questions asked using the Q-Chart referenced in lesson 1 (P1.1).

Students who are still learning English, such as the foreign exchange students in the class, have differentiated options during many assessments and may also choose to present answers orally or in written format - whichever they are more comfortable with although I will provide support for them in both manners. This will enable them to not only practice and learn the English language, but it will allow a structured focus on the academic language and vocabulary associated to the social studies content area.

I will also be providing differentiated texts and questions for struggling students to help keep them engaged and on track with the class' content. All students with IEPs will have their listed accommodations and modifications met as arranged by the committee on special education. Students in the class have accommodations and/or modifications such as providing printed out notes, allowing the use of word processors, and/or providing extended time on essays (1.5 or 2.0 time). All learning materials will be sent to case managers as noted in the IEP's and 504 plans so they may provide support to students.

Students who are struggling or have gaps in knowledge will be approached on an individual basis when students are working through the individual practice sessions or group work times so that the class' pace can be maintained to the best of my ability. Students also have several resources, including the class website, to reference when they are absent. The majority of presentations and supplemental materials are posted and students, as well as their parents, can be contacted through email or by phone.

Several students were identified as having proficient knowledge and skills social studies. These students are often asked to complete the most rigorous tasks and go above and beyond expectations of the writing assignments to continue developing their skill set in preparation for future endeavors. New York State Shift 3 will also support my spiraling of more rigorous texts for these students to analyze and evaluate. Through one on one conferences I have been able to identify their goals and will continuously help prepare them for higher education while providing feedback I believe is beneficial.