



Module 270 – Presenting Curriculum-based Programs

Required Supplemental Questionnaire (Sample)

Please complete this form and submit with your submission videos. This information provides program context for the certification review and serves to assure that you have included these elements in your program planning and preparation.

Describe your group: (i.e., group name/age/grade/special circumstances)

The group that participated in the program was a fourth grade class from a public elementary school.

Describe how your program was curriculum-based and identify or list the group's pre-determined learning and/or educational objectives. (Be specific -- the reviewers cannot assess your submission without this information. List only those learning objectives that were relevant to your presentation on the video. See "Key Submission Points" in the Submission Guidelines.)

Their educational objectives are outlined in the Texas Essential Knowledge and Skills (TEKS) curriculum as established by the Texas State Board of Education. My session with the class included these fourth grade TEKS objectives:

*(4.2) **History.** The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.*

A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;

B) explain when, where, and why the Spanish established Catholic missions in Texas.

*(4.9) **Geography.** The student understands how people adapt to and modify their environment.*

A) describe ways people have adapted to and modified their environment in Texas, past and present;

B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs; and

C) analyze the consequences of human modification of the environment in Texas, past and present.

Briefly describe what pre-visit preparation was completed by the group to prepare them for the site visit/presentation and begin the sequence of learning? (i.e., introductory reading material, worksheets, briefings, activities, goal-setting)*

As part of their pre-program activities, the class received a copy of the park film to view and discuss in class. They also received a copy of "A Kid's Guide to Mission Concepcion" which they read and discussed in class. The purpose of the use of these materials was to introduce students to the mission idea and to the important players in the mission development. Additionally, the teacher led the students through a classroom activity called "To Preserve and Protect." The objective of the activity was to prepare the students for their visit to the park and to instill an appreciation of the role the NPS plays as caretaker to American history, culture, and environment.

Briefly describe what post-visit activity or follow-up was planned and/or accomplished by the group after this visit/presentation to affirm learning or extend the learning experience? (i.e. follow-up activities, reports, role-plays, tests, integration with additional learning units)*

As a post-program activity, the teacher had the students complete journal entries about their visit to the missions. The teacher was provided with prompting questions to help students focus on their visit. The students also completed a creative writing assignment about the missions. The objective of the activity was to have students reiterate the purpose and creation of a Spanish mission.

*It is not necessary to send/attach program materials, such as teacher guides, student activity handouts, etc, as these will not be considered in the review. Your description of the sequence of learning activities is sufficient to provide program context for the reviewers.

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