

**Anita Van Harten Cater**  
**LIBS 676: Module 6**  
**Collaboration Unit**

**Part IV Additional Submission Criteria**

**Video**

The video link for the Collaboration Unit can be found on YouTube at:

<https://www.youtube.com/watch?v=R-TAoJ4OAPw>

**Meeting/Planning Log**

There were several brief planning sessions with Jamie Cooke, the collaborating teacher. Ms. Cooke was easily accessible for a quick check in as I support her class every other day. In mid-February, we discussed the basic elements of the collaboration, and she followed up with the SOL connection to the grade 12 economics/personal finance, EPF.5 a). She also provided a chart of accommodations for all the students in period 4. We discussed that because the second period class was so small, that the lesson planning would be focused on fourth period. She clearly indicated that she would be available for feedback, but would rely on me to draft the lesson plans. I provided drafted lesson plans to her for review a week before the teaching was scheduled and she made several comments in response. She administered the pre-test with me in class on the Friday before the week of teaching and confirmed the lack of knowledge about library research databases and the library Canvas webpage. During the week of lessons, she and I connected after second period to review the flow of the lesson, the pacing, and ways to include formative assessment. We reviewed how to use the SmartBoard for modeling instruction, and how much discussion to aim for. In April, Ms. Cooke reviewed the final report, and made suggestions for the reflection section. She commented on the impact of the pacing for the students, and the challenge to find appropriate resources for their reading level.

There was one brief email exchange with Gwen Nixon, the collaborating library/media specialist in February. I chatted with Ms. Nixon and the second librarian in mid-February very briefly about the

collaboration, and followed up by email. They were happy to support the project with suggestions of resources. Ms. Nixon was out for a week with a sick family member. In late February, she responded by email with suggestions of library research databases, and limited her interaction to offering resources. The library was not available for teaching due to the SOL testing schedule for that week, which limited the amount of communication and coordination needed with the library staff to resource suggestions.

Old Dominion University  
LIBS 676 School Library Media and the Curriculum  
Practicum Verification Form

Student: Anita Van Harten Cater LIBS 676 Class section (CRN): 25772

Location of practicum work:  
Yorktown High School, 5200 Yorktown Boulevard, Arlington, Virginia, 22207

Supervising School Librarian: Gwen Nixon Supervising Teacher: Jamie Cooke (Special Education)

Total hours completed at location: 13.5 hours

Date	Hours/Task	Librarian Signature	Teacher Signature
02/16/22	0.5 hour Planning with the teacher to review SOLs and general concepts		<i>J Cooke</i>
03/11/22	0.5 hour Planning session in person and follow up email with librarian to discuss library skills, library databases, and location of teaching	<i>Gwen Nixon</i>	<i>J Cooke</i>
03/15/22	0.5 hour Planning session with teacher to review SOLs and lesson plans		<i>J Cooke</i>
03/17/22	0.5 hour With teacher, give pre-test to students		<i>J Cooke</i>
03/21/22	3.5 hours Planning preparation Teaching periods 2 and 4 (1.5 hours each)		<i>J Cooke</i>
03/23/22	3.5 hours Planning Teaching periods 2 and 4 (1.5 hours each)		<i>J Cooke</i>
03/25/22	3.5 hours Planning Teaching periods 2 and 4		<i>J Cooke</i>

	(1.5 hours each)		
03/28/22	0.5 hour Discussion and feedback with supervising teacher		<i>J Cook</i>
04/19/22	0.5 hour Report review and feedback with supervising teacher		<i>J Cook</i>

Comments:

### **Examples of Students' Work**

Below are examples of students' work in the "Country Project":

1. Country flyer of Ukraine
2. Country flyer of Germany
3. Graphic organizer of Madagascar and Brazil
4. Country flyer of Madagascar
5. Country flyer of Brazil
6. Country flyer of Australia
7. Country flyer of El Salvador



# Ukraine

Capital City: Kyiv

Library Resource Websites: Culturegrams, PebbleGo next.

Population: 43,754,640

Type of currency: Hryvina

GDP per capita: \$12,400

Employment stability:

This country has medium jobs but it will be impacted by Russia invading the country

Language: Ukrainian

Ukraine is the largest country in Europe in which that claim is in doubt. It is one of world leading experts of grain because it has a popular farmland. Russia took over the peninsula of Crimera in 2014 and 8 years later, they began invading Ukraine in 2022.

Library resources: CultureGrams, PebbleGo Next



# Germany

Capital City: Berlin

Library Resource Websites: Culturegrams, PebbleGo

Population: 79,903,481

Type of currency: Euro

GDP per capita: \$50,900

Employment stability: Germany has more jobs than Ukraine but less than the U.S.

Language: German

Germany is one of the largest countries in Europe that is surrounded by nine countries. Long ago, Germany was once an empire since 1871 in which Kings and Dynasties used to rule the area. The Nazis took over when World War II started. After WWII in 1945, the Nazis surrendered and Germany was separated into two countries in which they had their own government. Germany became all in one country again in 1990 after the Berlin Wall was torn down. The country today, makes grows wheat potato and fruit as their food supply in the entire country of Germany.

Library resources: CultureGrams, PebbleGo

**Where in the World?**  
**SC12 Economics/Personal Finance**

Name: \_\_\_\_\_ Johani \_\_\_\_\_

Ranking 10 Countries

Name of Country	GDP(per capita)
1. Afghanistan	2,000
2. Brazil	14,100
3. China	\$16,400
4. Denmark	56,900
5. Mexico	17,900
6. Egypt	12,000
7. France	42,000
8. Germany	50,900
9. Jamaica	13,745
10. Madagascar	1,500

Mark two countries in **bold** that you are interested in finding out more about.

What was interesting about the two countries that you selected?

<b>Economic Factor</b>	<b>Name of Country #1: Madagascar</b>	<b>Name of Country #2: Brazil</b>
Website for country flag	Culture grams	Culture grams
Capitol City	Antananarivo	Brasilia
Population	27,534,354	213,445,417
Type of currency	Malagasy Ariary	Brazilian real



GDP per capita	1,500	14,100
Employment stability	Underemployed and hard to find skilled work *usually jobs that require basic, skills*	High an income remains highly unequal

How are the two countries similar?

*They are both south of the equator*

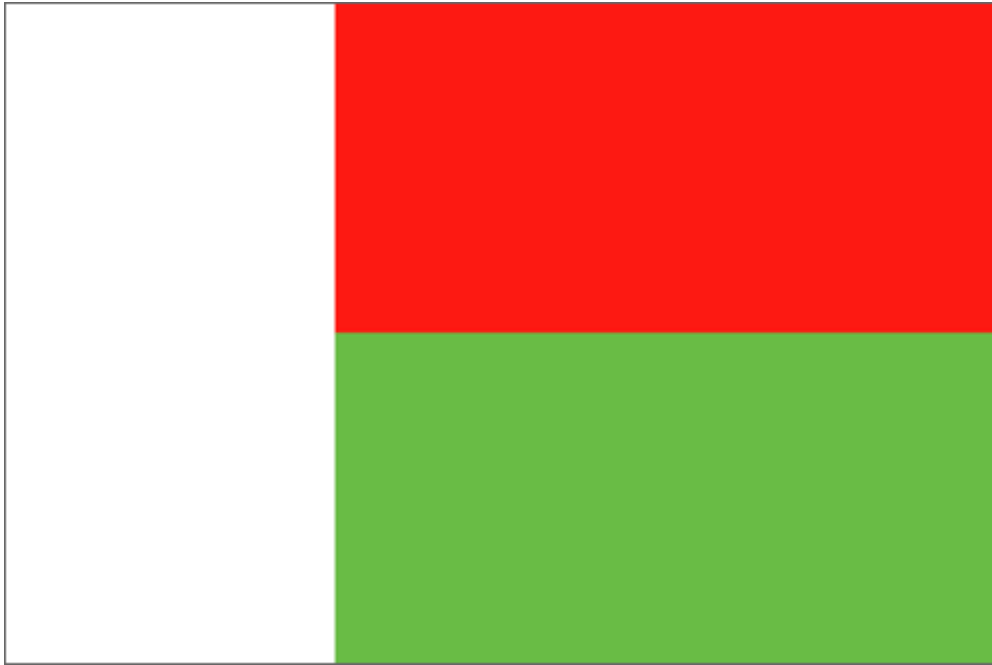
How are they different?

*One has a much larger population*

Which country has a more stable economy and healthy rate of employment?

brazil

## MADAGASCAR



- Madagascar weather is home to rainforests
- They speak Malagasy French and English

Madagascar's capital city is **Antananarivo**, the population is 27,534,354

The currency in Madagascar is called Malagasy Ariary



The employment in Madagascar is not the best, usually is easy job that requires “basic skills”

GPD per capita : 1,500

## Brazil



- Brazil is the largest country in the world
- the official language is Portuguese
- Carnival is one of the most famous holidays in Brazil



Country - Australia

GDP per capita - \$48,700

Capital city - Canberra

Currency - Australian dollar

Population - 25,809,973

Employment rate - 67%

Australia has the 13th largest economy in the world, and a relatively high GDP per capita for a country with a population of 25 million people. Employment rate is a little lower than some might like, but salaries in Australia are high which can make the high cost of living easier to afford.



## Databases

[https://online.culturegrams.com/world/world\\_country\\_sections.php?cid=13&cn=Australia&sname=Population&snid=3](https://online.culturegrams.com/world/world_country_sections.php?cid=13&cn=Australia&sname=Population&snid=3)

<https://www.britannica.com/>