

Course Title:

EDU 469 W1 & WG - Curriculum and Methods of Teaching in Middle and Secondary School,
3 credits

LOCATION:

Wednesday 6:40 – 9:100 pm
Briggs: 211

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INSTRUCTOR:

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COURSE DESCRIPTION:

An introduction to curriculum and instructional methods at the secondary level to increase students' repertoires of instructional strategies. The focus is on constructing lessons and units for use at middle and senior high school levels. Topics include: curriculum structure and content at the lesson and unit level; academic task structures; participant structures; methods of instruction; classroom leadership; lesson designs, assessment, evaluation, and reporting of student progress.

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Deleted: Students develop items for professional portfolios." University of Detroit Mercy Undergraduate Catalog.

RATIONALE:

Teachers need knowledge and skills to make decisions about the learning and the learner. Not only do we need a base to begin our teaching careers, but we also need a framework within which to continuously construct and reconstruct knowledge. We must constantly ask ourselves: What do we want our students to be, to know, and to do? How do we create the conditions for students to succeed and become life-long learners?

PURPOSE:

The purpose of this course is to help you begin to build the framework for the thousands of decisions you will make as a teacher. It will be a framework that you can continually add to and modify. The decisions you will make generally fall in the areas of what is worth learning (curriculum), how is it best learned (instruction), how do we know it was learned (assessment) and interpersonal relationships. You will leave this class with expanded repertoires in these areas.

COURSE GOALS:

MY HOPES ARE THAT YOU WILL BE A TEACHER WHO :

- makes decisions based on research, reason, and what is in the best interests of the student
- treats the students the way you wanted to be treated when you were their age, and the way you would want a teacher to treat your own children
- remembers that you are a learner too
- takes reasoned risks, learns from them and adapts
- approaches the learning (even when old to you) with a sense of genuine wonder, as if you are meeting it for the first time
- never gives up on anyone
- is introspective
- tries to make the learning relevant and interesting

ASSUMPTIONS-EXPECTATIONS

All learners, but the adult learner in particular, require learning that makes sense and is related to personal need. Adult learners assume responsibility for their own learning. My role is to prepare an environment that is conducive to learning and meeting your needs. I will do this by structuring content and activities and guiding reflection about the ideas and processes we address in the course.

The assignments that you do for EDU 469 are to be completed in your subject area minor, and are designed to be included in your professional portfolio. Your portfolio is a work-in-progress and you will continually update your portfolio as you grow as a teacher. The work included in your portfolio should be your best quality to date.

I assume that each of you is, or is becoming, an educational professional interested in taking a leadership role in a school or district. To that end you will have opportunities to practice leadership through active engagement in class discussions and other activities. Your learning is largely related to your involvement in the learning process. Learning and success will be increased by:

- Contributing substantively to class activities and discussions
- Attending all class periods, for the entire class. If you miss a class, it is your responsibility to get handouts, assignments and explanations from a classmate before calling me.
- Bringing text and notebook to class
- Reading assignments
- Doing quality work
- Completing assignments when due
In order to receive full credit, assignments are to be submitted on or before their due date.

Portfolio quality assignments (PQ) may be re-done and turned in at the **next** class meeting if: (a) the assignment was turned in on time originally, (b) the original grade was at least a "c." and (c) you include the previous work my comments.

with

- Mechanics
 - Maximum of 1" margins on standard size paper
 - Maximum of 12 point type, **single** spaced
 - Page numbers indicated
 - Sources cited completely using APA style
 - A useful web site for APA style is: <http://www.apastyle.org/fifthchanges.html>

Guidelines for Doing Scholarly Research - Cornell University

- “Distinguishing Scholarly Journals from Other Periodicals”
<http://www.library.cornell.edu/okuref/research/skill20.html>
“How to Evaluate the Sources You Find”
<http://www.library.cornell.edu/okuref/research/evaluate.html>
“Seven Steps to Effective Library Research “
<http://www.library.cornell.edu/okuref/research/tutorial.html>

COURSE grade for graduate and undergraduate students

The grade will be based on a percentage of the total possible points. The grade distribution is as described in the Undergraduate Catalogue, 90-100% = A, 80-89% = B, etc.

1. Portfolio quality assignments
 simile - 10 points
 classroom management - 15 points
 assessment - 55 points
 lesson design - 50 points
 concept attainment - 20 points
 cooperative learning - 20 points
2. Non-portfolio assignments cumulative points
3. Multi-disciplinary unit plan – 10 points
4. What will hold your course together and get the students’ interest – 15 points

for graduate students:

1. A research project of your own design 25 points
 that we mutually agree to

REQUIRED READING:

Hand-outs distributed in class
State of Michigan Curriculum Frameworks
Syllabus assignments

Recommended Resources

A Berkeley Compendium of Suggestions for Teaching with Excellence, University of California at Berkeley

<http://teaching.berkeley.edu/compendium>

<http://teaching.berkeley.edu/bfd>

click “good teaching practices”

Center for Research on Learning & Teaching, University of Michigan

<http://www.crlt.umich.edu>

click “teaching strategies” and “discipline resources”

Center for Teaching Effectiveness, University of Delaware

<http://www.cte.udel.edu>

click “best practices in Higher Education”

Center for Teaching and Learning, Iowa State University

<http://www.cte.iastate.edu>

click “teacher resources”

CNN.com

<http://www.cnn.com/education>

Office of Instructional Support and Development, University of Georgia

<http://www.isd.uga.edu>

click "teaching resources"

Schools of California Online Resources for Education (SCORE)

<http://score.rims.k12.ca.us/>

<http://www.cte.udel.edu>

click "best practices in Higher Education"

Center for Teaching and Learning, Iowa State University

<http://www.cte.iastate.edu>

click "teacher resources"

Emerging Technologies

www.emtech.net

New York Times Teacher Connections

www.nytimes.com/learning/teachers

Office of Instructional Support and Development, University of Georgia

<http://www.isd.uga.edu>

click "teaching resources"

ProQuest Historical Newspapers

<http://www.il.proquest.com>

Schools of California Online Resources for Education (SCORE)

<http://score.rims.k12.ca.us/>

University of Illinois at Chicago

Studies in Moral Development and Education <http://tigger.uic.edu/~Inucci/MoralEd/>

(if this web site does not work for you, use Google and search the title)

Recommended Readings:

Control(Choice) Theory

All Our Children Learning

Reviving Ophelia

A Different Kind of Classroom

Brain-Based Learning and Teaching

Teaching with Love and Logic

Teacher and Child

William Glasser

Benjamin Bloom

Mary Pipher

Robert Marzano

Eric Jensen

Jim Fay

Haim Ginott

Michigan Curriculum Frameworks

Michigan Department of Education

<http://michigan.gov/mde/>

Michigan Department of Treasury

http://www.michigan.gov/treasury/1,1607,7-121-1748_1902---,00.html

MEAP information

Michigan Curriculum Framework, Standards and Benchmarks- Lessons

<http://www.misd.net/>

http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html

Scroll down to read Michigan Curriculum Frameworks, MI CLIMB, Glossary of Social Studies Terms, Social Studies Concepts and Vocabulary List, MI History Themes Project, Trade Books of Children's Literature for Social Studies, Lessons using Core Democratic Values, Assessment, Authentic Assessment of Social Studies, Powerful and Authentic Social Studies, links to professional organizations, and much more

Michigan: Clarifying Language in Michigan Benchmarks

<http://www.miclimb.net>

Clarifies benchmarks

Michigan Epic

<http://www.michiganepic.org/historythemes>

Clarifies themes and concepts for U.S. History

Michigan Teacher Network

<http://mtn.merit.edu/mcf/index.html>

Lessons, resources, standards and benchmarks

Saginaw Valley State University

<http://www.svsu.edu/mathsci-center/>

<http://www.partnership.svsu.edu/curriculum/k12/maser>

Mathematics and Science Education Reform

Resources aligned with the Michigan Curriculum Framework

Michigan Department of Career Development

<http://www.michigan.gov/mdcd>

UNIVERSITY POLICY ON PLAGIARISM:

"....Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University."

Excerpted from: University of Detroit Mercy. (Dec. 1993). *Plagiarism Statement*

COURSE OUTLINE : GUIDING QUESTIONS AND TOPICS

September 8 An invitation to learn: "You can't teach 'em if you can't reach 'em"
For next class: **Simile PQ**

September 15 How to create connections, a sense of community, and a positive
classroom culture.

For next class: Complete "Responding to Student Behavior"
Read: "Using a Discipline System to Promote Learning"
http://www.brains.org/classroom_management.htm
"Classroom Management" by Gene Van Tassell

<http://education.indiana.edu/cas/tt/v1i2/what.html>

“What is Your Classroom Management Profile”

<http://ss.uno.edu/ss/homepages/cmanage.html>

optional reading:

University of Illinois at Chicago. Studies in Moral Development and Education. [http://tigger.uic.edu/~Inucci/Moral Ed/](http://tigger.uic.edu/~Inucci/Moral%20Ed/) (if you cannot link to this site, search the title in Google) Select “featured articles” and read “Classroom Practice Guidelines for Implementing Constructivist Alternatives to Discipline.”

Graduate students identify project

September 22
For next class: Classroom Management and Responding to Student Behavior
Read: <http://www.flaguide.org/cat/cat.php>
<http://www.rubrics.com>
<http://rubistar.4teachers.org>
<http://faculty.washington.edu/krumme/guides/bloom.html>

Classroom Management PQ

Graduate students submit outline of project

September 29
Assessment: “You don’t fatten the sheep by weighing them, but you weigh them once in a while.” (John Hansen, Dexter Superintendent)

October 6
For next class: Assessment continued
Assessment PQ

Read:

<http://www.humboldt.edu/~tha1/hunter-eei.html#eei>

[The Madeline Hunter Direct Instruction Model](#)

[The Madeline Hunter Elements of Effective Instruction](#)

<http://www.rit.edu/~comets/pages/lessonplans/lessondesignhowto.html#procedures/>

Lesson Design

www.WCER.wisc.edu/publications/WCER_Highlights/Vol.8_No.3_Fall_1996/Authentic_Pedagogy.html

Authentic Pedagogy

<http://education.umn.edu/CAREI/Reports/Rpractice/Fall2000/default.html>

Authentic Pedagogy

http://sharingsuccess.org/code/e1/ap_bar.html

Authentic Pedagogy

www.fs.hawaii.edu/majortheorists.htm

Major learning theorists

October 13
For next class: Lesson Design: It is not like painting by numbers
Read: <http://www.learnercentered.org/home/constructivism2.htm>
Constructivism
<http://learnweb.harvard.edu/alps/home/index.cfm>

October 20
Active Learning

October 27
For next class: Explaining a concept
Complete designated section of “Concept Attainment”

November 3 For next class:	How do you ask questions and have a conversation? Read: www.co-operation.org www.sci.sdsu.edu/BFS/first/jigsaw.html www.pgcps.pg.k12.md.us/~elc/learning1.html www.successlink.org/colearn/struct_rules.htm www.jigsaw.org/overview.htm Lesson Design PQ Graduate Paper due
November 10 For next class:	Work as a team instead of on a team - Cooperative Learning Cooperative Learning PQ
November 17	Unit Design: What? Why? How?
November 24 <u>area</u>	Design a unit as a multidisciplinary team <u>(all will work in their subject minors)</u>
December 2	What Holds a Course Together?
December 9	What will you do to get the students interested?
December 16	Final: Explain to class what will hold your course together and what you will do the first day of class to get students interested in learning the subject.

Portfolio Quality Assignments

You are constructing a professional portfolio. It is a reflection of you so .The work that you do for EDU 469 can be included in your portfolio but it will probably not be your final effort. You will undoubtedly update your portfolio as you continue to grow as a teacher. The work you put in your portfolio should be your best quality work to date.

Remember, the audience for your portfolio is a school district who is considering hiring you. Therefore, write in the first person.

You will not have entries for each section of your portfolio as an outcome of this course. When I do give you an assignment that is meant for your portfolio, I will indicate it as a Portfolio Assignment

You will have one week to re-do a Portfolio Quality Assignment for (except the video lesson).
Always include your initial work with the revision so I can compare the two

Portfolio Quality Assignment
Simile
10 points

The reasons for this assignment are twofold: (1) To use and explain the value thinking metaphorically and (2) to express through the metaphor your mission as a teacher.

Using an 8 1/2 x 11 paper, complete the phrase:

Teaching kids is like ____ because ____.

Make a visual (color) or bring an artifact to represent the simile.

Write a 1-2 page paper that explains how the simile expresses your view of the purpose of education, your role as teacher, the role students will play, the personal qualities and commitment you will bring to the job, and connect to relevant sections of the UDM Department of Education mission statement and conceptual framework. (No need to reference) Finally, reflect on any negative image or meaning that could be read into your simile.

RESPONDING TO STUDENT BEHAVIOR
10 points

For **one** of the following scenarios, describe the assumptions that guide each classroom management approach and what the teacher would say and do that would be characteristic of each management approach:

- Authoritarian
- Instructional
- Behavior modification
- Socio emotional-climate
- Group process
- Your own

Scenario 1

While the teacher is explaining an important idea to the whole class, a student begins to apply lipstick and make-up.

Scenario 2

Instead of doing the assigned activity, a boy says in a loud voice, "this is dumb!" and puts his head down on the desk.

Portfolio Quality Assignment
Classroom Management
15 points

This assignment will probably require two to three pages. Write it in the first person. Your audience is a job interview team. Remember to reference use of school rules, making referrals in a timely way, and follow-up.

The purpose of the assignment is for you to make a position statement about classroom management and in doing so to define yourself and the type of relationship you want to have with students.

The position statement will have the following sections:

- a. Introduction

- b. Meaning of “classroom management”
- c. The type of classroom culture I want to create
- d. The type of relationship I want to have with students
- e. What my responsibilities are
- f. What the students’ responsibilities are (dare I consider “rights?”)
- g. A list of the “rules” I would like for my class
- h. How the “rules” will be developed and why I chose this method
- i. What will happen when the “rules” are not followed
- j. Conclusion

Portfolio Quality Assignment
Assessment
55 points

1. Title of unit [\(related to your subject area minor\)](#)
2. Briefly explain **what** the unit is about and **why** it is important. (5 points)
3. Identify one unit objective and for that objective:
 - a. Write a “selected response” test question for the following levels of Bloom’s Taxonomy: recall, comprehension, application and analysis. There are four different questions. Label the question with the corresponding level of cognition. **Circle** the correct answer.
 - b. Reference the applicable Michigan Standards and Benchmarks using a code. (10 points)
4. For the aforementioned objective, write an “extended response” question, include a prompt (if appropriate) and attach an analytic rubric to score the essay. (10 points)
5. For the aforementioned objective, describe an alternative or authentic assessment. Include a rubric. (10 points)
6. You are going to have student’s keep a portfolio for a **course**. Explain to the students what a portfolio is, why a portfolio is worth doing, what kind of portfolio this is, how the portfolio will be used, when you will collect the portfolio, how you will give feedback, and how the portfolio will be scored (rubric).

Attach the rubric

Specify the sections of the portfolio. The sections will correspond to the big ideas, skills, habits of mind, or values that are essential to the course.

Provide a prompt for students to use to reflect about each section of the portfolio.

Require the student to set goals as part of the reflection about each section.

(20 points)

Portfolio Quality Assignment
Lesson Design
50 points

Subject/Course ([related to your subject area minor](#))

Grade:

Prepared by:

of class periods (3-5+) to teach lesson:

Time frame of class period:

Purpose and Rationale of Lesson

A paragraph or two that explains the **purpose** of the lesson and **why** the topic is important

Cognitive Objective of lesson

Write in behavioral terms

Relevant Michigan Standards and Benchmarks

Write the Strand, Standard and Benchmark by code or verbatim

http://www.michigan.gov/mde/0,1607,7-140-6525_6530_6568_19452--,00.html

Essential questions about the topic (list)

Misconceptions – Problems

Describe any misconceptions or problems that you anticipate or know from experience or research that students (in general) may have while learning the topic. Explain why students might have these misconceptions or problems.

Assessment/Activation of student prior knowledge about the objective

You need to identify the knowledge and skills that need to be in place before students start to learn the new material and then devise a way to assess how well they know this material. If the knowledge and skills are not present or are misunderstood, you will need to teach and correct them. Describe how you are going to assess/activate student prior knowledge. Attach any handout used or specific questions to be asked or directions for assigned activity. This could be part of the Anticipatory Set or a stand-alone activity.

Bridge

Describe how this lesson connects to the previous unit or lesson.

Describe how you could connect this lesson to the student.

Describe how you could connect this lesson to contemporary society.

Procedures

Anticipatory Set

An activity, demonstration, prompt, or question. It focuses, engages, hooks the student. It activates prior knowledge. It gets the student ready. Describe how you could do **each** of the following for this lesson.

Be specific.

Student Activity

Teacher demonstration

Question

Continued on next page

Input

List the information (vocabulary) you will explain to the students. Sequence (task analyze) the information in the order it needs to be learned.

Model

Describe how you will model what you want students to learn

Guided Practice

Describe at least three different activities or assignments that students will do to learn the objective. Include writing, conversation, multiple intelligence, cooperative learning, and different sensory modalities. Descriptions should be detailed so the reader knows what is being done and how it is being done. Attach any handout.

Closure

Describe the specific activity or list the specific questions you will ask explaining how the questions will be directed (whole class or individual students) and how the students will respond. (individual, choral, journal....)

Independent Practice.

Describe the activities or assignments students will do independently. . Descriptions should be detailed so the reader knows what is being done and how it is being done. Attach any handout.

Assessment

Explain in general terms all the ways you will assess the learning – formative and summative
Remember to reference behavioral element of objectives

Materials Needed

List them. Be specific. For example, do not say “movie.” Say “movie – Ox Bow Incident”

Calendar

For each day of the lesson, list in sequence what will happen and describe what the teacher and students will be doing. Specify the time required for what the teacher and students will be doing. Be sure that the calendar reflects the elements of lesson design.

Concept Attainment

For your professional portfolio you should videotape yourself teaching a concept and critique the lesson using the following rubric. Explain how you will improve the lesson.

STUDENT: _____ DATE: _____

RATING: _____ /25 (See scoring guide below)

Scoring Guide: Each “yes” is worth 1 point. (4 free points) Total of 25 points

	YES	NO
Introduce the concept that will be explained		
State objective of lesson (say and write concept)	_____	_____
Connect to student	_____	_____

Connect to society	_____	_____
Connect to other learning	_____	_____
Present a graphic organizer to guide the student through lecture	_____	_____
Anticipatory Set	_____	_____
Brainstorm what they know, chunk ideas, & label as appropriate		
Present information & check for understanding		
Analyze for meaning: prefix, suffix, root, synonym, ...	_____	_____
Define in language of student	_____	_____
use metaphor, simile, analogy if applicable		
Define in language of subject matter, dictionary, historical origin	_____	_____
Explain critical attributes	_____	_____
Illustrate a perfect example with critical attributes	_____	_____
Introduce non-examples that have some but not all of the critical attributes	_____	_____
Have students identify erroneous feature of non-examples	_____	_____
Internalize the concept (suggest you do this throughout lesson)	_____	_____
Say the concept - choral response		
Shut eyes, visualize the word, say to self		
Shut eyes, visualize image of concept, say concept aloud		
Shut eyes, visualize, say concept, pretend to write word		
Closure	_____	_____
Use of "Wait Time"	_____	_____
Asked questions (overt and covert) skillfully	_____	_____
Checked for understanding at appropriate times	_____	_____
Gave constructive feedback	_____	_____
Used visuals, models, artifacts to illustrate concept	_____	_____
Teacher input showed evidence of task analysis	_____	_____

Continued on next page

This is the section you are to turn in as a requirement for EDU 469

Complete the following:

Concept:

Formal Definition (dictionary and subject matter)

Definition in language students can easily understand

A synonym for the concept

Word Analysis: prefix, suffix, root, historical origin...

A picture or image or model of the concept

Something students could "do" to experience the concept

Critical Attributes

3 Examples
of concept

3 Non-Example
of concept

Simile for
concept

Attach the graphic organizer that you will use to guide students through the lecture.

Portfolio Quality Assignment
COOPERATIVE LEARNING
(20 points)

Subject area: (all group members will contribute from the point of view of their subject area minor)

Grade level:

Class periods needed for lesson:
Assume a 55 minute class period

Lesson description:
Explain the larger unit this lesson is part of; give a general overview of the lesson and explain why it is important.

Objective:
Academic Content:
write in behavioral terms

be sure the academic objective is reflected in the rubric

Social:

be sure the social objective is reflected in the rubric

Task Directions

Write the steps you expect students to follow to do the activity.

(You should teach these steps and check for understanding before students begin)

Write the guiding questions students will use to do the activity.

Roles of individual group members:

(label and describe the roles)

-
-
-
-
-

Size of each group is:

Teacher assigned students to groups by:

Amount of time the group will be working together

Materials needed by students:

ITEM	NUMBER NEEDED
------	---------------

-
-
-
-

Attach any handout or guiding questions needed to do the activity

Positive Interdependence will be achieved by:

Individual accountability will be achieved by:

Social interaction will be achieved by

(Describe or diagram how students will be situated and the acceptable level of noise)

Rubric to evaluate academic objective (attach)

Rubric to evaluate social objective(attach)

Introductory Letter to Parents

The “Introductory Letter to Parents” should be one to two pages in length. It is the first impression you will make with parents. Create a good one. The tone of the letter should be positive. You want to earn the parent’s trust and confidence that their child is in a good place; is in the care of a helping person who will teach something worthwhile in an interesting way.

I suggest you refer to the “student” rather than to “your child.” Even better, use the given name.

Address letter to parent or care-giver of specific student

Remember, have an introduction, body and conclusion. Make transitions between sections so ideas flow together.

Have a friendly and professional tone. Do not use contractions.

The letter should address the following:

Page 1

- Who you are, other school related activities you are involved with, and how you live the subject you teach.
- Your mission as a teacher and how that will be expressed in your class
- The type of relationship you want to have with the students
- What students can expect from you and what you will expect from your students
- The course you are teaching and why it is valuable
- What you will do to help the students succeed. For example, your availability before and after school and at lunch time for individual help, study-buddy system, quest assignments, extra credit, etc.
- What you will do to keep lines of communication open with the home
- When and how parents can reach you

Page 2

- An overview of what will be learned
- Any special assignments or projects that will highlight the course
- Your expectations about students keeping a portfolio, journal or notebook, work being turned in on time, amount of homework that can be expected, etc.
- Your policy on accepting work late and allowing students to make-up work
- Your grading standards
- A place for parents' signature to confirm receipt of letter and directions to return to you

EDU 469

Unit Design

Subject/Course _____ Grade _____
Prepared by: _____
Time-frame of the class period _____
of class periods in unit _____

Overview of the Unit

Explain what came before this unit and what will follow; why is this topic important; and how it incorporates "authentic learning."

Objectives of Unit (written in non-behavioral terms but with specific verbs)

Cognitive (know) or
Affective (value) or
Psycho-motor (do)

Relevant Michigan Standards and Benchmarks

Reference by code or write verbatim

Essential Questions and Answers to the Essential Questions

List the "Essential Questions"

These are questions that the student needs to be able to answer about the purpose of the unit. They should be congruent with the objectives but there will probably be more questions than objectives.

The answers to the essential questions are what the teacher makes sure students know or can do. The answers to the essential questions become the guide for what is taught, done, and tested.

Task analysis of the learning

(Task analysis means that you identify all the variables of what needs to be learned; decide which ones are dependent and which ones are independent. The dependent variables have to be presented in a logical sequence. A good place to start is the answers to the essential questions.)

Sequence the dependent and independent variables .

Misconceptions - Problems Anticipated

Describe any misconceptions or problems that you anticipate or know from experience or research that students (in general) may have while learning the topic. Explain why students might have these misconceptions or problems. (You need to be prepared to respond to and correct these misconceptions at the start of the unit.)

Assessment/Activate Prior Knowledge

Describe how you will assess/activate prior knowledge

You need to identify the knowledge and skills that need to be in place before students start to learn the new material and then devise a way to assess how well they know this material. If the knowledge and skills are not present or are misunderstood, you will need to teach and correct them.

Teacher Input

(Make a list of the topics **you** will need to explain)

Student Activities

List and describe activities that the students could do to learn **one** of the objectives.

Think about in-class activities that students could do individually and as part of a group. Select activities that address at least three of the multiple intelligences, three sensory modalities, and three other academic disciplines. (There will be some overlap)

Complete a grid that cross-references objectives to activities to type of activity (Use a multiple intelligence, sensory modality and other discipline).

Unifying Focus

Describe a problem or project that will unify the unit and that leads to a performance, product or exhibition. Describe the performance, product or exhibition. Think of something that relates to an issue of social justice and could be addressed through academic service-learning .

Procedures

Organize the teacher input and student activities together and sequence them in some logical way. Make a schedule of what you are planning to do each day for the duration of the unit. Think about how you can package all this to make it interesting and relevant to the student. (I encourage you to try to design the unit using a constructivist framework.)

Summative Assessment of Learning Objectives

Describe in general terms how you will assess the learning.