# Fall, 2010 - LIST 4378.001

**TEACHING, READING, WRITING, AND LITERATURE IN THE MIDDLE LEVEL GRADES**

<table>
<thead>
<tr>
<th>Time:</th>
<th>Thursdays, 1:00pm-2:50pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Ruebel-Group 2 - SH 331</td>
</tr>
<tr>
<td>Course Number:</td>
<td>LIST 4378.001</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Kim K. Ruebel, Ph.D.</td>
</tr>
<tr>
<td>Instructor Website:</td>
<td><a href="http://www.uta.edu/faculty/kruebel">http://www.uta.edu/faculty/kruebel</a></td>
</tr>
<tr>
<td>Office:</td>
<td>SH 322M</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Wednesday 9-12; anytime by appointment</td>
</tr>
<tr>
<td>Phone:</td>
<td>817-602-9278</td>
</tr>
<tr>
<td>Mailbox:</td>
<td>College of Education, P.O. Box 19777</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:kruebel@uta.edu">kruebel@uta.edu</a></td>
</tr>
</tbody>
</table>

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

The mission of the UTA College of Education is to develop and deliver an educational program that ensures the highest teacher and administrator preparation and performance and to be a recognized contributor in the field of educational research and practice through effective teaching, quality research, and meaningful service. The college is committed to the advancement of active teaching and learning in all educational environments, at all levels, and for all students.

### Core Values:
- Effective Teaching
- Active Learning
- Quality Research
- Meaningful Service

**COURSE CATALOG DESCRIPTION:** LIST 4378. TEACHING, READING, WRITING, AND LITERATURE IN THE MIDDLE LEVEL GRADES (2-2) 3 hours credit. Theory and practice in the teaching of the English language arts for the middle level, including various instructional approaches to reading, writing, listening, and speaking; motivating student readers and writers, the teaching of work level skills, vocabulary and comprehension, strategies for various writing modes, purposes, and audiences; strategies for developing rereading, revision and editing skills, basic components of assessment. Integration of literature suitable for the middle level; selection and evaluation of appropriate fiction, nonfiction, and poetry for instruction, as well as literature-based instructional methods. This course involves a two-hour lecture and two-hour application of lecture. The two-hour application of lecture/theory will require students to spend time in a 4-8 classroom during normal school hours.

**REQUIRED TEXTS AND INSTRUCTIONAL RESOURCE:**


**Supplemental Books/Resources**: Literature circle groups will select a title from the list of choices provided the first day of class.

**COURSE OBJECTIVE-LEARNING OUTCOMES**

(National Standards, State Domains, Competencies Addressed):

1. The student will comprehend theory and practice in the teaching of the English language arts for the middle level, including various instructional approaches to reading, writing, listening, and speaking (NCTE/IRA 1-12; NMSA 3, 4, 5).

2. The student will demonstrate ways to motivate and make instructional accommodations for student readers and writers (NCTE/IRA 10; NMSA 3, 4, 5).

3. The student will demonstrate strategies for the teaching of vocabulary and comprehension, writing modes, purposes, and audiences; strategies for developing rereading, revision and editing skills, basic components of assessment (NCTE/IRA 3, 4, 5, 12; NMSA 3, 4, 5).

4. The student will comprehend how to integrate literature suitable for the middle level; selection and evaluation of appropriate fiction, nonfiction, and poetry for instruction, as well as literature-based instructional methods. (NCTE/IRA 2, 3, 6; NMSA 1, 3, 4, 5)

5. The student will engage in active reflection regarding an increased knowledge of middle school philosophy and practice through class dialogue, response journal, and field observations. (NMSA 2, 3, 5, 7; TexES #004, 005, 007, 011)

6. The student will engage in interdisciplinary team planning and action throughout the course as well as during the creation of a curriculum unit. (NMSA 2, 3, 4, 5, 6, 7; TexES #004, 005, 007, 008, 010, 011)

7. The student will demonstrate an understanding of middle school curriculum and standards alignment by way of discussion concerning case studies and by planning a team curriculum unit. (NMSA 3; TexES #004, 005, 007, 008, 010, 011)

8. The student will observe, discuss, and plan for various instructional techniques for the classroom, including the accommodation of diverse learners and the use of technology as a teaching/learning tool. (NMSA 3, 4; TexES #004, 008)

9. Students will observe and demonstrate various technologies, which will then be demonstrated for them; students will implement these technologies into curriculum units, guides, and lesson plans created for class. (NCTE/IRA 8; NMSA 7; TexES #004, 007, 008)

<table>
<thead>
<tr>
<th>National Council for Teachers of English (NCTE) Standards</th>
<th>Aligned with Texas College &amp; Career Readiness Standards (CCRS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCTE 1</td>
<td>CCRS ELA II C 1,2,3,4 &amp; II D 1,2</td>
</tr>
<tr>
<td>NCTE 2</td>
<td>CCRS ELA II C 1,3,4, D 1, 2</td>
</tr>
<tr>
<td>NCTE 3</td>
<td>CCRS ELA II A 2,3,4,8 &amp; II B 1,2,3</td>
</tr>
<tr>
<td>NCTE 4</td>
<td>CCRS ELA I A 1,5 &amp; III A 1,2, B1,2,3</td>
</tr>
<tr>
<td>NCTE 5</td>
<td>CCRS ELA I A 1,2,3,4</td>
</tr>
<tr>
<td>NCTE 6</td>
<td>CCRS ELA I A 4,5; II A 6,7,10; III A 1,2, B 1,2,3</td>
</tr>
<tr>
<td>NCTE 7</td>
<td>CCRS ELA II A 2, V A 1,2,3, B 1,2,3, C1</td>
</tr>
<tr>
<td>CCRS English Language Arts (ELA) &amp; Cross-Disciplinary (CD)</td>
<td>CCRS CD I A 3,6,8</td>
</tr>
<tr>
<td>CCRS ELA II C 1,2,3,4 &amp; II D 1,2</td>
<td>CCRS CD II A 3,6,8</td>
</tr>
<tr>
<td>CCRS CD II A 1,2,3</td>
<td>CCRS CD II A 1,2,3</td>
</tr>
<tr>
<td>CCRS CD II B 1,2,3</td>
<td>CCRS CD II B 1,2,3</td>
</tr>
<tr>
<td>CCRS CD II B 1,2,3</td>
<td>CCRS CD II A 5, II B 1</td>
</tr>
<tr>
<td>CCRS CD I C 1, II C 1,2,3,4,5,6, 7,8 &amp; II B 1,2,3</td>
<td>CCRS CD I C 1, II C 1,2,3,4,5,6, 7,8 &amp; II B 1,2,3,4,5,6, 7,8 &amp; II B 1,2,3 &amp; II D 2,3</td>
</tr>
</tbody>
</table>
UNIVERSITY AND COLLEGE OF EDUCATION POLICIES

1. **Academic Integrity/Honesty Statement:** This experience demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person’s work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an “F” in the course, or be brought before a higher level of governance for possible dismissal from the university. Discipline may include suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education. According to the UT System Regents Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22: *Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.*

2. **Americans with Disabilities Act:** The University of Texas at Arlington Center for Professional Teacher Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of this document may be obtained in the Office for Students with Disabilities located in the University Center, lower level, UTA. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

3. **Student Support Services Available:** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

4. **Grade Grievance:** The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are course professor, department chair, academic dean, and the Provost.

5. **Maintaining eligibility for Internship and Residency:** Students who earn a “D” or an “F” in any education (EDML/EDUC) or reading (LIST) class must retake the course in order to be certified. If a student earns a “D” or an “F” prior to Internship or Residency, he/she may not proceed to those field experiences before retaking the course and earning a “C” or better and maintaining a 2.75 cumulative GPA in EDML/EDUC and LIST coursework.

6. **Class Location Unavailable:** Should our class meeting site become unavailable for any reason, another location will be provided in order to take exams or make presentations that might have been interrupted.

7. **Criminal Record Check:** When UTA students begin work in a school for any reason, he/she will need to complete a Criminal Record Check (CRC) form. The CRC form should be completed during the first week of classes. These forms will be returned to the Field Experience Office and routed to the personnel...
office for the school districts. The school district will process the CRC and then notify students of any that do not clear. In the case that a student is notified by the school district that his/her CRC does not clear, he/she must report immediately to the Field Experience Office and withdraw from internship, residency, and any class requiring field work components. Because of the possibility that CRCs do not clear and may not be reported by students until after the census date, students bear the responsibility of any loss of fees due to subsequent withdrawal from the teacher education program.

**LITERACY STUDIES LATE WORK AND ATTENDANCE POLICY**

All assignments turned in late will lose at least (if not more than) 25% of the possible points for each class day/period after the assignment is due. No exceptions. Late means... via email after 11:59 pm on the due date, the next day or the next class period. Late work will be only accepted up until prior to the beginning of the next class period. If it is not in hard copy form or uploaded to Blackboard on the day it is due, it is considered late and will lose points. If turned in by the next class period it will lose 50% off total grade.

**Class Attendance:**

- Class members are expected to participate fully and demonstrate a positive, professional attitude towards learning. Class members are expected to participate in a meaningful way by asking questions, taking risks, and engaging in class and small group discussion.

- Class members are expected to display a positive attitude toward learning, enthusiasm for reading and interest in the literature. Class members are also expected to complete all assignments by due dates, thereby coming to class prepared to participate. To receive full credit and not have points deducted, class members must not arrive late, leave early, or not participate fully and/or in a professional manner. Leaving early or arriving late will count as a tardy. Three tardies equal one absence.

- If a student is absent for any reason he/she needs to arrange with a classmate to copy notes and handouts. All cooperative classroom activities and quizzes will be assigned points. Since these activities require student’s participation in specific class periods, the activities cannot be made up at any other time. **Students will receive a ceiling grade of B for more than two absences; ceiling grade of C for more than three absences; grade of F for four or more absences.**

- Talking at inappropriate times similarly results in a large deduction for class participation. You have a right to express your ideas in a candid manner, but you need to display a professional, not negative, demeanor in doing so. Working on assignments for this class, or any other class, during our time together is inappropriate and will cause a loss of participation points.

**Course Evaluation/Grading Scale:**

Specific guidelines and evaluation rubrics for each assignment will be given in class. Refer to Class Schedule for specific DUE dates. All assignments are due by 11:59 pm of the due date. All assignments are to be submitted through Blackboard unless otherwise specified by instructor. **NO MAKE-UP WORK OR EXTRA ASSIGNMENTS WILL BE ACCEPTED IN ORDER TO IMPROVE YOUR GRADE.**

A = 93 – 100%
B = 84 – 92%
C = 75 – 83%
D = 70 – 74%
F below 70%

**COURSE REQUIREMENTS:** All Assignments should be submitted to Blackboard with Academic Honesty Statement included.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>NCATE Assessment #</th>
<th>Core Values</th>
<th>Objectives/National Standards/TeXES Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Reading Journal Activities (WRJA)</strong></td>
<td>25</td>
<td>NCATE 1.B, 1.C</td>
<td>Quality Research Active Learning</td>
<td>Objectives 1-9/ NMSA 1,4,5,7/ TeXES 001,002,004,005,011</td>
</tr>
<tr>
<td><strong>Literature Circles</strong></td>
<td>20</td>
<td>NCATE 1.B, 1.C</td>
<td>Effective Teaching Active Learning</td>
<td>Objectives 1,4,5/NMSA 3, 4; TeXES # 004, 008</td>
</tr>
<tr>
<td><strong>Research Interest Paper</strong>&lt;br&gt;15 pts Paper&lt;br&gt;10 pts Annotated Bibliography</td>
<td>25</td>
<td>NCATE.1.D, NCATE.1.D (NT), NCATE.2</td>
<td>Quality Research Active Learning</td>
<td>Objectives 1 &amp; 5/NCTE 3.3 - 3.6, 4.1 – 4.10; NCTM 6, 7, 8; NSTA 4, 5, 6, 7, 8; TeXes 4-8 PPR, 002, 003, 004, 007, 008, 009;</td>
</tr>
<tr>
<td><strong>Interdisciplinary Curriculum Unit</strong></td>
<td>30</td>
<td>NCATE.2.A</td>
<td>Effective Teaching Meaningful Service</td>
<td>Objectives 1-3 &amp; 6-9/English Language Arts/Reading 4-8 001-0011, Math 4-8 020-021, Physical Science, 021-022, Life Science, 019-020, Science 4-8 046 – 047</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tentative Topics/Outline:**

- Understanding Middle School Students
- Reader Response Theory
- Reading and Writing Theory and Practice
- Young Adolescent Literature (10-14 year olds)
- Phonics
- Phonemic Awareness
- Phonological Development
- Reading Fluency
- Reading Comprehension
- Vocabulary knowledge/development
- Assessment

**Course Expectations and Guidelines:**

Students are expected to participate every class period in a meaningful way by asking questions, taking risks, and engaging in class and small group discussions. Students are expected to display a positive attitude toward learning, enthusiasm for reading, and interest in the literature. Students are also expected to respect the opinions and experiences of all class members. Students are expected to have all assigned reading done by the class period due as well as participate in related activities.

**Quality of Work:**

Quality of work, mechanics, thoughtfulness, and completeness will contribute to the points given for each assignment. Read over your work for clarity and spelling. Readings and assignments must be completed on
time. If you will be absent on the day an assignment is due, you may drop it off in my mailbox, or E-mail it to me as a Word document before the due date. Points will be deducted for late assignments per the late work policy.

Course Assignments/Requirements:

1) **WRJA – Weekly Reading Journal and Activities (25 pts - 5 total entries):** You will be required to read the chapters in the textbook and respond in a WRJA. Write a summary of what you have read, *(Text Says …)*, and then “talk back” to the reading, *(I say…)*. Talking back means to reflect on curriculum materials presented in the textbook and how they can be shared in your future classroom while following the readings on the course calendar. Use italics for your thoughts. You should understand the practical concepts in addition to theoretical concepts presented. It should be a **total** of two pages per entry - **12 point font, 1.5 spacing, one-inch margins…** Be thoughtful, critical and reflective. Your course instructor will provide specific prompts/tasks for each entry. *Due dates are listed on the course calendar.*

2) **Literature Circle Work: (20 pts):** Note this literature circle assignment is mainly participation points. If you actively participate in the group and do a thoughtful final reflection, you should receive most or all of the points. There will be five literature circle meetings: 3 for the readings and 2 for book talks. Each group member should have a clear and distinct role in the book talk and there will be a checklist rubric for literature circle groups to evaluate each other as well as conduct a self/group evaluation. **Point distribution: 15 points for the meetings/reflections over each 1/3 of the readings and 5 points for the book talk.**

You will …

a. Participate in a literature circle in class. Meet with your group and choose the same book or set of resources to read. Divide the book/resources into thirds. The reading materials should be appropriate for students in grades 4-8. **Do not select a book you have previously read.**

b. Establish guidelines for your literature circle. Keep a response journal. Use the prompts from the handouts such as, Tripod Response Chart, to get started. Write about a ½ page for your journal. These will not be collected, but you can use your notes for in-class discussion and for your final reflection about the reading(s) and the literature circle experience.

c. Come to the group having read and bring your response journal so you are ready to discuss the book. Participate eagerly and make substantive contributions to the discussions. **Do not read ahead in the book.** This will be the hardest thing to do, but please stay on track. Come prepared with written notes on your thoughts on the book (connections, questions, applications, predictions).

d. The class after each of the first two literature circle meetings, submit a written reflection *(1-2 pages, double-spaced, 12 pt font, standard margins)* that includes your notes brought to the discussion (key ideas, connections, questions, favorite parts, etc.) as well as your self-assessment on the quality of the literature circle group discussion. **5 pts each (10 pts)**

e. In your third and final literature circle reflection about the book *(1-2 pages double-spaced, 12 font, one-inch margins)*, reflect in writing on these three questions:

   i. What were your thoughts on the book/resource, as a reader, while reading? Do not summarize the book/resource; offer your interpretive, analytical reader response to the themes and issues in the text as well as the writer’s craft.

   ii. What was the process of the literature circle like? What was the nature of the talk that emerged across the meetings? Use the literature circle rubric to reflect and self-assess both your own written responses you brought to the group as well as your own participation in the group discussion.

   iii. What are your thoughts on literature circles in terms of using them in your future classroom? How might you use them and why? What would you change or modify? **(5 pts)**
f. With your Literature Circle group, create a book talk to share with the class. A book talk is a brief (5-7 minute) discussion of a book with the intent to make others want to read it. The idea is to give a glimpse of the setting, characters, plot, conflict, and so on, without revealing the resolution or conclusion. Visit the following sites for more information: http://www.booktalk.org/, http://nancykeane.com/booktalks/, and http://booktalker.blogspot.com/ (By the way, your group may create a podcast or wiki as your book talk if you choose.) (5 pts)

3) Research Interest Paper (25 pts): Many different topics influence a young adolescent’s reading/writing.

First, select an area of academic and theoretical interest that falls within the realm of reading/language arts instruction and read at least four journal articles/book chapters that discuss the topic (For instance, the effects of Bloom’s Taxonomy on teaching critical thinking in classroom. Other topics will be discussed in class).

Next, create a three-part narrative including the following components: a) Research topic/question, b) Definition of the problem/thesis, c) Results/Effects/Classroom implications. In this final section of the narrative, clearly link your findings to the NCTE and CCRS standards. In other words, which standards are linked to your topic and why? In what way or how are they linked? For you as the teacher or for the students in terms of knowledge or skill mastery?

Write an annotated bibliography of these articles with full reference citations (one page, printed front/back) that outlines the main points of these articles/chapters. How does the information shared in the articles/chapters connect with the other theories and concepts that you’ve learned? How will it influence your future teaching? Please attach a copy of the annotated bibliography to the narrative.

Finally, plan a presentation of your research interest topic. Choose to create one of the following tools to share your research: website, wiki, prezi, or MS Publisher (newsletter, brochure, etc.).

Point distribution: 3 components of the paper (15 pts), annotated bibliography (5 pts), and presentation of research (5 pts).

Research Interest Paper Evaluation Rubric

<table>
<thead>
<tr>
<th>Part 1: The research paper (15 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Include a title page with your name and the academic honesty statement.</td>
</tr>
</tbody>
</table>

NMSA standards addressed:
- Candidate understands the principles of instruction and the research base that supports them and knows that teaching higher order thinking skills is an integral part of instruction and assessment (NMSA 5);
- Candidate understands and uses the major concepts, principles, theories, and research related to effective instruction and assessment (NMSA 5);
- Candidate understands the need for continual reflection on young adolescent development, the instructional process, and professional relationships (NSMA 7);
- Candidate understands and can clearly articulate the importance of curriculum materials that are research-based (NMSA 5); and
- Candidate knows the skills of research/data-based decision-making (NSMA 7).
<table>
<thead>
<tr>
<th>Section</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Research Topic/Question</strong></td>
<td>Candidate fails to include a topic which outlines a question or point of discussion connecting the topic to adolescent reading/writing; Or, topic included is not readily connected to content and/or is poorly described; Candidate fails to understand or discuss the importance of curriculum materials that are research-based. (NMSA 5) <strong>0-2 pts</strong></td>
<td>Candidate includes a description of the topic which outlines a question or point of discussion connecting the topic to adolescent reading/writing; Candidate is aware of and can discuss the importance of curriculum materials that are research-based. (NMSA 5) <strong>3-4 pts</strong></td>
<td>Candidate includes a clearly articulated thesis on topic which outlines a question or point of discussion connecting the topic to adolescent reading/writing; Candidate understands and can clearly articulate the importance of curriculum materials that are research-based. (NMSA 5) <strong>4-5 pts</strong></td>
</tr>
<tr>
<td><strong>b) Definition of the Problem or Thesis</strong></td>
<td>The candidate provides little to no definition of the problem studied as well as the connection to adolescent reading/writing, instruction, and the middle level professional role (NMSA 5 &amp; 7) <strong>0-2 pts</strong></td>
<td>The candidate provides a definition of the problem studied as well as the connection to adolescent reading/writing, instruction, and the middle level professional role (NMSA 5 &amp; 7) <strong>3-4 pts</strong></td>
<td>The candidate provides a comprehensive definition of the problem studied as well as the connection to adolescent reading/writing, instruction, and the middle level professional role (NMSA 5 &amp; 7) <strong>4-5 pts</strong></td>
</tr>
<tr>
<td><strong>c) Results/Effects/Classroom Implications</strong></td>
<td>The candidate fails to address conclusions related to research question/problem; implications for the classroom and effects on adolescent student learning are not included or are faulty/unsubstantiated; Candidate fails to understand and/or articulate connections to the major concepts, principles, theories, and research related to effective instruction and assessment (NMSA 5) <strong>0-2 pts</strong></td>
<td>The candidate addresses conclusions related to research question/problem; implications for the classroom and effects on adolescent student learning are included; Candidate is aware of and makes connections to the major concepts, principles, theories, and research related to effective instruction and assessment (NMSA 5) <strong>3-4 pts</strong></td>
<td>The candidate addresses conclusions related to research question/problem; implications for the classroom and effects on adolescent student learning are clearly articulated; Candidate understands and uses the major concepts, principles, theories, and research related to effective instruction and assessment (NMSA 5) <strong>4-5 pts</strong></td>
</tr>
<tr>
<td><strong>Part 2: Annotated bibliography</strong></td>
<td>Annotated Bibliography includes citations (in APA format) with paragraphs describing 2 or fewer recent (2000-present) refereed research sources (scholarly journals only). Or, Annotated Bibliography does not include descriptive paragraphs. <strong>0-2 pts</strong></td>
<td>Annotated Bibliography includes citations (in APA format) with paragraphs describing at least 3 recent (2000-present) refereed research sources (scholarly journals only). <strong>3-4 pts</strong></td>
<td>Annotated Bibliography: includes citations (in APA format) with well-developed paragraphs describing at least 4 recent (2000-present) refereed research sources (scholarly journals only). <strong>4-5 pts</strong></td>
</tr>
<tr>
<td><strong>Part 3: Presentation of Research</strong></td>
<td>Presentation provides description of two or fewer main points; points may not be elaborated upon. Presentation includes few purposeful and engaging use of multi-media and few visuals are included; layout needs more visual appeal. <strong>0-2 pts</strong></td>
<td>Presentation provides description of at least three main points; each point is elaborated upon. Presentation includes some purposeful and engaging use of multi-media and visuals are included; layout is visually appealing. <strong>3-4 pts</strong></td>
<td>Presentation provides elaborate description of at least five main points; each point is elaborated upon. Presentation includes purposeful and engaging use of multi-media and visuals are included; layout is visually appealing. <strong>4-5 pts</strong></td>
</tr>
</tbody>
</table>
4) **Interdisciplinary Curriculum Unit (30 pts):** Construct a unit of material for five days of instruction with a team of no more than four people. You and your team should plan for at least four content subjects or concepts with an organizing theme/center. The basic components follow. *Due date listed on calendar.*

1. **Description of Learners:**
   In narrative form, offer information that describes the students in your classroom:
   a) Typical day-to-day behavior of the learners as a group;
   b) Significant individual behavior problems;
   c) Your group's overall academic achievement level (identify source of information); and d) exceptional learners at higher and lower levels of achievement.

2. **Objectives:**
   This section contains objectives as well as a webbing model (i.e., concept map) for the unit. List objectives for the unit in the order that they will be taught (beginning with the first) and include standards met (i.e., TEKs)

3. **Daily Lesson Plans:**
   Lesson plans should be construct in the Understanding by Design (UbD) format. Copies of materials (or, complete reference information) that will be used with a lesson should immediately follow the UbD template. Examples may include, but would not be confined to the following: handouts, tests, previews/reviews of video, sketch of bulletin board, lesson discussion notes. Include a calendar for the five days of instruction as well as at least 20 UbDs (4 per day).

4. **Assessment and Evaluation:**
   Several evaluation procedures are to be included in the unit:
   a) A pre-assessment is to be administered well in advance of beginning to teach the unit. Pre-assessment results are an important consideration in development of the unit;
   b) At least two formative evaluations of learner performance (i.e., assessment that occur during the unit); and
   c) A summative evaluation (i.e., assessments that evaluate student comprehensive knowledge and performance of the unit objectives). For each evaluation procedure, identify objectives from the lesson plan(s) that are covered in the evaluation. This correlation will offer a clear reminder of the extent to which objectives have been evaluated.
   d) A table listing each unit objective, standards met (i.e., TEKs), assessment(s) administered, student performance (e.g., mean, range, and other information with regard to student performance of objective)

   **Sample**

<table>
<thead>
<tr>
<th>Unit Objective</th>
<th>Standard(s) [TEKs &amp; CCRS]</th>
<th>Assessment(s)</th>
<th>Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Bibliography:**
   The APA style bibliography should include student as well as teacher materials.

**MID-LEVEL CURRICULUM UNIT EVALUATION RUBRIC**

Develop a thematic unit which includes
- Overall theme/topic
- Search to find resources and other information about the theme. Provide an annotated bibliography of resources. Be sure to include teacher as well as student resources (with an emphasis on literature, community ties, and so on).
Plan a five day unit, including:
- a list of objectives/skills students will be expected to learn
- UbD templates documenting activities, questions for discussion, stimulating anticipatory and culminating events, supplementary materials, etc.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Lesson plans made for less than four days of instruction (nine for graduate students)</td>
<td>Lesson plans made for four days of instruction (nine for graduate students)</td>
<td>Lesson plans made for five days of instruction (ten for graduate students)</td>
</tr>
<tr>
<td><strong>COMPONENT</strong></td>
<td><strong>UNACCEPTABLE</strong></td>
<td><strong>ACCEPTABLE</strong></td>
<td><strong>TARGET</strong></td>
</tr>
<tr>
<td><strong>Unit/Lesson Objectives, Calendar, Web/Concept Map, &amp; Description of the Learners</strong></td>
<td>Unit/Lesson objectives are lacking, not covering all levels of understanding (Bloom’s), and TEK standards are inaccurately referenced; there is no web/concept map; a description of the classroom learners is insufficient</td>
<td>Unit/Lesson objectives are provided, adequately cover levels of understanding (Bloom’s), and TEK standards are accurately referenced in most instances; a web/concept map is provided; a description of the classroom learners is provided</td>
<td>Unit/Lesson objectives (3pts) are provided, cover all levels of understanding (Bloom’s), and TEK standards are accurately referenced; a web/concept map comprehensively outlines the concepts (3pts); and a complete description of the classroom learners is provided (3pts)</td>
</tr>
<tr>
<td><strong>COMPONENT</strong></td>
<td><strong>UNACCEPTABLE</strong> (-5 or more pts)</td>
<td><strong>ACCEPTABLE</strong> (-1 pt)</td>
<td><strong>TARGET</strong></td>
</tr>
<tr>
<td><strong>Mechanics, Spelling and Punctuation</strong></td>
<td>Many errors; not clear, lengthy or wordy and not well-written</td>
<td>Errors are present, but still readable; somewhat clear, and well-written</td>
<td>Relatively no or little errors; reflective of college level writing; clear, articulate, concise</td>
</tr>
<tr>
<td><strong>COMPONENT</strong></td>
<td><strong>UNACCEPTABLE</strong> –2 pts</td>
<td><strong>ACCEPTABLE</strong> –6 pts</td>
<td><strong>TARGET</strong> –8 pts</td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Candidate rarely demonstrates knowledge of a variety of teaching/learning strategies that respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs inadequate lessons, failing to select materials that are challenging, integrative and student-centered (NMSA #3); candidate consistently fails to demonstrate a comprehensive depth and breadth of knowledge of relevant content and rarely makes connection among disciplines (NMSA #4); candidate consistently does not select instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)</td>
<td>Candidate demonstrates knowledge of teaching/learning strategies that often respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs adequate lessons and often selects materials that are challenging, integrative and student-centered (NMSA #3); candidate demonstrates a depth and breadth of knowledge of relevant content and makes connection among disciplines (NMSA #4); candidate often selects instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)</td>
<td>Candidate demonstrates knowledge of a wide variety of teaching/learning strategies that respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs exceptional lessons and selects materials that are challenging, integrative and student-centered (NMSA #3); candidate consistently demonstrates a comprehensive depth and breadth of knowledge of relevant content and makes connection among disciplines (NMSA #4); candidate consistently selects instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)</td>
</tr>
<tr>
<td><strong>COMPONENT</strong></td>
<td><strong>UNACCEPTABLE</strong> –2 pts</td>
<td><strong>ACCEPTABLE</strong> –6 pts</td>
<td><strong>TARGET</strong> –8 pts</td>
</tr>
<tr>
<td><strong>Professional and Pedagogical Knowledge, Skills</strong></td>
<td>Candidate fails to demonstrate the ability to assess student achievement</td>
<td>Candidate demonstrates the ability to assess student achievement and is able to</td>
<td>Candidate demonstrates the ability to assess student achievement and is able to</td>
</tr>
<tr>
<td>COMPONENT</td>
<td>UNACCEPTABLE – 0 pts</td>
<td>ACCEPTABLE – 3pts</td>
<td>TARGET – 5 pts</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Effect on Student Learning</td>
<td>Candidate does not seem to understand, utilize and/or articulate the middle level school curriculum; candidate does not always reference appropriate TEK standards (NMSA #3); candidate does not accurately incorporate content knowledge in a student-centered curriculum (NMSA #4); candidate understands TEKS objectives and active learning experiences for students, but may not accurately incorporate them into daily lessons; candidate fails to adequately describe performance expectations and assessment results for students, and does not include a complete description of how assessment will effect current and future teaching</td>
<td>Candidate understands, utilizes and articulates the middle level school curriculum; candidate references appropriate TEK standards in most instances (NMSA #3); candidate incorporates content knowledge in a student-centered curriculum (NMSA #4); candidate understands TEKS objectives and active learning experiences for students; candidate adequately describes performance expectations and assessment results for students, including a description of how assessment will effect current and future teaching</td>
<td>Candidate consistently understands, utilizes and articulates the middle level school curriculum; candidate always references appropriate TEK standards (NMSA #3); candidate consistently incorporates content knowledge in a student-centered curriculum (NMSA #4); candidate understands and articulates TEKS objectives and active learning experiences for students; candidate clearly describes performance expectations and assessment results for students, including a detailed description of how assessment will effect current and future teaching</td>
</tr>
<tr>
<td>TOTAL (30 points possible)</td>
<td>Unacceptable = below 24 pts</td>
<td>Acceptable = 24-27 pts</td>
<td>Target = 28-30 pts</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due/Readings</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>August 26</td>
<td>Introduction to the class; discussion of syllabus, readings, etc...</td>
<td>*The professor reserves the right to make changes to the calendar/assignments.</td>
<td></td>
</tr>
<tr>
<td>September 2</td>
<td>Discuss assignments more in-depth</td>
<td>*Readings to be completed before the class session.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standards Workshop: NCTE/IRA, CCRS, &amp; TEKS</td>
<td>*PTI, ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: Getting to Know Students as People &amp; Learners</td>
<td>WRJA 1 Due</td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>What Students Read and How to Get It</td>
<td>PTI, ch. 2</td>
<td></td>
</tr>
<tr>
<td>September 16</td>
<td>Reading Aloud to Students</td>
<td>PTI, ch. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>View sample units</td>
<td>WRJA 2 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library Research Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 23</td>
<td>Just Reading</td>
<td>*Pathways to Independence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Nature of Vocabulary Development &amp; Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 30</td>
<td>Literature Circles – Discuss Book &amp; Research Questions</td>
<td>Literature Circle 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Vocabulary Their Way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 7</td>
<td>Building Reading Fluency</td>
<td>Literature Circle 2</td>
<td></td>
</tr>
<tr>
<td>ELAR 1-5</td>
<td>The Meaning &amp; Structure of Words</td>
<td>First LC Reflection Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Unit Work</td>
<td>Research Interest Paper – Research Question Due</td>
<td></td>
</tr>
<tr>
<td>October 14</td>
<td>Guiding Students to Read as Writers</td>
<td>Literature Circle – Book Talks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where Words Come From &amp; Where They’re Going</td>
<td>Final LC Reflection Due</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Exploring Words</td>
<td>PTI, ch. 7 &amp; VTW, ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essential Vocabulary Strategies/Activities</td>
<td>WRJA 3 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Curriculum Unit – Web/Map &amp; Calendar Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 28</td>
<td>Guiding Students to Act as Researchers</td>
<td>PTI, ch. 8 &amp; VTW, ch. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary for Narrative Texts</td>
<td>WRJA 4 Due</td>
<td></td>
</tr>
<tr>
<td>November 4</td>
<td>SS 1-5 today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 11</td>
<td>Interdisciplinary Curriculum Unit Presentations Writing Workshop</td>
<td>Interdisciplinary Curriculum Unit Due</td>
<td></td>
</tr>
<tr>
<td>November 18</td>
<td>Tailoring Instruction for Individual Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Content-Specific Academic Vocabulary</td>
<td>PTI, ch. 9 &amp; VTW, ch. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Curriculum Unit – Web/Map &amp; Calendar Due</td>
<td>Annotated Bibliography Due</td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>Vocabulary Instruction with ELLs</td>
<td>VTW, ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Interest Paper Presentations (LC Groups)</td>
<td>WRJA 5 Due</td>
<td></td>
</tr>
<tr>
<td>December 9</td>
<td>Vocabulary Assessment &amp; Organization</td>
<td>VTW, ch. 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Interest Paper Presentations (LC Groups)</td>
<td>Research Interest Paper Due</td>
<td></td>
</tr>
</tbody>
</table>
NATIONAL READING PANEL REPORT

The National Reading Panel issued a report in April 2000 proposing the call for improved classroom instruction in several key areas: Alphabetics (phonemic awareness and phonics instruction), fluency (reading rate, accuracy, and intonation), vocabulary knowledge, and text comprehension (Reutzel, D.R and Cooter, R.B, 2004, p.98). These key areas are described below and will be discussed in this course.

Phonemic Awareness:
Phonemic awareness concerns the structure of words rather than their meaning. To understand the construction of our written code, readers need to be able to reflect upon the spelling-to-sound correspondences. To understand that the written word is composed of graphemes that correspond to phonemes (the alphabetic principle), beginning readers must first have some understanding that words are composed of sounds (phonemic awareness) rather than their conceiving of each word as a single indivisible sound stream. This awareness appears not to be a discrete state, but rather a sequence of development ranging from simple to complex, or as Stanovich (1992, 1993b) would prefer - from shallow to deep. http://www.educationnews.org/phonemic_awareness_what_does_it_.htm

Phonics Instruction:
“Phonics instruction emphasizes how spellings are related to speech sounds in systematic and predictable ways” (Reutzel, D.R and Cooter, R.B, 2004, p.108). Approaches to phonics instruction are synthetic phonics instruction, onset and rime, analogy-based phonics, analytic phonics and phonics through spelling.

Phonological Development:

Reading Fluency:
Reading fluency involves the ability to read text smoothly and at a reasonable rate. When fluent readers read aloud, they do so effortlessly with speed, accuracy, and proper expression as though they are speaking. Because of the “automatic” nature of their reading, fluent readers are able to focus their attention on the ideas in the text and comprehend the author’s message. The skills developed for reading fluency are automaticity, quality and rate” (Reutzel, D.R and Cooter, R.B, 2004, p.198).

Vocabulary Knowledge:
“Vocabulary development is a process that goes on throughout life and can be enhanced in the classroom through enticing learning experiences… Vocabulary knowledge is an essential building block of reading and writing processes” (Reutzel, D.R and Cooter, R.B, 2004, p.122). There are four types of vocabulary: listening, speaking, reading and writing.

Reading Comprehension:
Durkin (1978) suggested that effective comprehension instruction includes helping, assisting, defining, demonstrating, modelling, describing, explaining, providing feedback, thinking aloud, and guiding students thorough learning activities (Reutzel, D.R and Cooter, R.B, 2004, p.156). Comprehension improves when specific strategies are used.

ADOLESCENT CHARACTERISTICS

Intellectual Characteristics:
Young adolescents tend to:
1. Be egocentric; argue to convince others; exhibit independent, critical thought.
2. Be intellectually at risk; that is, they face decisions that have the potential to effect major academic values with lifelong consequences.
3. Be intensely curious.
4. Consider academic goals as a secondary level of priority, whereas personal-social concerns dominate thoughts and activities.
5. Display a wide range of individual intellectual development as their minds experience change from the concrete-manipulative stage to the capacity for abstract thought. This change makes possible:
   a. Ability to project thought into the future, to expect, and to formulate goals.
   b. Analysis of the power of a political ideology.
   c. Appreciation for the elegance of mathematical logic expressed in symbols.
   d. Consideration of ideas contrary to fact.
   e. Insight into the nuances of poetic metaphor and musical notation.
   f. Insight into the sources of previously unquestioned attitudes, behaviors, and values.
   g. Interpretation of larger concepts and generalizations of traditional wisdom expressed through sayings, axioms, and aphorisms.
   h. Propositional thought.
   i. Reasoning with hypotheses involving two or more variables.
6. Experience the phenomenon of metacognition—that is, the ability to think about one’s thinking, and to know what one knows and does not know.
7. Exhibit strong willingness to learn what they consider to be useful, and enjoy using skills to solve real-life problems.
8. Prefer active over passive learning experiences; favor interaction with peers during learning activities.

Implications for Developmentally Appropriate Practice:
- The use of a wide variety of approaches and materials for instruction.
- Individualized subjects. Skill grouping is flexible. Students are treated at their own intellectual levels, provided with immediate rather than remote goals.
- A program of learning that is exciting and meaningful, that encourages physical movement, with small-group discussions, learning centers, and creative dramatics.
- Curricula organized around real-life concepts (e.g., conflict, competition, peer-group influence). Activities in formal and informal situations that are designed to improve reasoning powers. Studies of the community and environment are particularly relevant to this age level.
- Organized discussions of ideas and feelings in peer groups to facilitate self-understanding. Provision of experiences for individuals to express themselves by writing and participating in dramatic productions.
- Opportunities for enjoyable studies in the arts. Encouragement of self-expression in all subjects.

Moral and Ethical Development
Young adolescents tend to:
1. Ask broad, unanswerable questions about the meaning of life; not expecting absolute answers but are turned off by trivial adult responses.
2. Be at risk in the development of moral and ethical choices and behaviors; depend on the influences of home and church for moral and ethical development; explore the moral and ethical issues that are met in the curriculum, in the media, and in daily interactions with their families and peer groups.
3. Be idealistic; have a strong sense of fairness in human relationships.
4. Be reflective, introspective, and analytical about their thoughts and feelings.
5. Experience thoughts and feelings of awe and wonder related to their expanding intellectual and emotional awareness.
6. Face hard moral and ethical questions for which they are unprepared to cope.

Implications for Developmentally Appropriate Practice:
- Encouraging mature value systems by providing opportunities for students to examine options of behavior and to study consequences of various actions.
- Providing opportunities to students to accept responsibility in setting standards for behavior.
- Helping students to develop values when solving their problems.

Physical Characteristics
Young adolescents tend to:
1. Be concerned about their physical appearance.
2. Be physically at risk; major causes of death are homicide, suicide, accident, and leukemia.
3. Experience accelerated physical development marked by increases in weight, height, heart size, lung capacity, and muscular strength.
4. Experience biological development five years sooner than adolescents of the nineteenth century; since then, the average age of menarche has dropped from 17 to 12 years of age.
5. Experience bone growth faster than muscle development; uneven muscle/bone development results in lack of coordination and awkwardness; bones may lack protection of covering muscles and supporting tendons.
6. Experience fluctuations in basal metabolism, which at times can cause either extreme restlessness or listlessness.
7. Face responsibility for sexual behavior before full emotional and social maturity has occurred.
8. Have ravenous appetites and peculiar tastes; may overtax digestive system with large quantities of improper foods.
9. Lack physical health; have poor levels of endurance, strength, and flexibility; as a group, are fatter and less healthy.
10. Mature at varying rates of speed. Girls are often taller than boys for the first two years of early adolescence and are ordinarily more physically developed than boys.
11. Reflect a wide range of individual differences that begin to appear in prepubertal and pubertal stages of development. Boys tend to lag behind girls at this stage, and there are marked individual differences in physical development for both boys and girls. The greatest variation in physiological development for both boys and girls. The greatest variation in physiological development and size occurs at about age 13.
12. Show changes in body contour, including temporarily large noses, protruding ears, long arms; have posture problems.

Implications for Developmentally Appropriate Practice:
- A health and science curriculum that emphasizes self-understanding about body changes. Guidance counseling and community resource persons to help students understand what is happening to their bodies.
- Adaptive physical education classes to build physical coordination. Equipment to help students develop their small and large muscles.
- Opportunities for interaction among students of different ages, but with an avoidance of situations where physical development can be compared (e.g., communal showers).
- Emphasis on intramural programs rather than interscholastic athletics.
- Provision for daily exercise and a place where students can be children by playing and being noisy for short periods.
- Encouragement of activities such as special-interest classes and hands-on activities.
- Allowing students to move around physically in classes rather than to sit for long periods of passive work.
- Snacks to satisfy between-meal hunger, as well as, nutritional guidance specific to this age group.

Psychological Development Young adolescents tend to:
1. Be easily offended and are sensitive to criticism of personal shortcomings.
2. Be erratic and inconsistent in their behavior; anxiety and fear are contrasted with periods of bravado; feelings shift between superiority and inferiority.
3. Be moody; restless; often feel self-conscious and alienated; lack self-esteem; be introspective.
4. Be optimistic, hopeful.
5. Be psychologically at risk; at no other point in human development is an individual likely to meet so much diversity in relation to self and others.
6. Be searching for adult identity and acceptance even in the midst of intense peer-group relationships.
7. Be searching to form a conscious sense of individual uniqueness—“Who am I?”
8. Be vulnerable to naïve opinions, one-sided arguments.
9. Exaggerate simple occurrences and believe that personal problems, experiences, and feelings are unique to themselves.
10. Have an emerging sense of humor based on increased intellectual ability to see abstract relationships; appreciate the double entendre.
11. Have chemical and hormonal imbalances, which often trigger emotions that are frightening and poorly understood; may regress to more childish behavior patterns at this point.

- Implications for Developmentally Appropriate Practice:
  - Encourage of self-assessment.
  - Activities designed to allow students to play out their emotions.
  - Helping students to understand their feelings of superiority and inferiority.
  - Avoiding the pressuring of students by adults in the school to explain their emotions. Occasional childlike behavior is not ridiculed. Sarcasm by adults is avoided.
  - Encouragement of students to assume leadership in group discussions and to experience frequent success and recognition for personal efforts and achievement.
  - A general atmosphere of friendliness, relaxation, concern, and group cohesiveness.
  - Numerous opportunities to release emotional stress.
  - Uses of sociodrama to enable students to see themselves as others see them.
  - Readings that deal with problems similar to their own to help them see that many of their problems are not unique.

Social Development Characteristics
1. Young adolescents tend to:
2. Act out unusual or drastic behavior at times; may be aggressive, daring, boisterous, and argumentative.
3. Be confused and frightened by new school settings that are large and impersonal.
4. Be fiercely loyal to peer-group values; sometimes cruel or insensitive to those outside the peer group.
5. Be impacted by the high level of mobility in society; may become anxious and disoriented when peer-group ties are broken because of family relocation.
6. Be rebellious toward parents but still strongly dependent on parental values; want to make their own choices, but the authority of the family is a critical factor in final decisions.
7. Be socially at risk. Adult values are largely shaped conceptually during adolescence; negative interactions with peers, parents, and teachers may compromise ideals and commitments.
8. Challenge authority figures; test limits of acceptable behavior.
9. Experience low-risk trust relationships with adults who show lack of sensitivity to adolescent characteristics and needs.
10. Often experience traumatic conflicts because of conflicting loyalties to peer group and family.
11. Refer to peers as sources for standards and models of behavior. Media heroes and heroines are also singularly important in shaping both behavior and fashion.
12. Sense the negative impact of adolescent behaviors on parents and teachers; realize the thin edge between tolerance and rejection. Feelings of adult rejection can drive the adolescent into the relatively secure social environment of the peer group.
13. Strive to define sex role characteristics; search to set up positive social relationships with members of the same and opposite sex.
14. Want to know and feel that significant adults, including parents and teachers, love and accept them; need frequent affirmation.

Implications for Developmentally Appropriate Practice:
- An active student government that allows students to establish their own standards and guidelines for dress and behavior.
- Plans that encourage students to engage in service activities (e.g., peer tutoring and community projects).
- Flexible teaching patterns so students can interact with a variety of adults with whom they identify.
- Large-group activities rather than boy—girl events.
Understanding by Design (UbD) Template

Stage 1 – Desired Results

Established Goals:
- What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

Understandings:
Students will understand that …
- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Essential Questions:
- What provocative questions will foster inquiry, understanding, and transfer of learning?

Students will know …
- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

Students will be able to …
- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?

Other evidence:
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

Stage 2 – Assessment Evidence

Performance Tasks:
- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?

Other evidence:
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

Stage 3 – Learning Plan

What learning experiences and instruction will enable students to achieve the desired results?

W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?
H = Hook all students and Hold their interest?
E = Equip students, help them Experience the key ideas and Explore the issues?
R = Provide opportunities to Rethink and Revise their understandings and work?
E = Allow students to Evaluate their work and its implications?
T = Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O = Be Organized to maximize initial and sustained engagement as well as effective learning?
### Understanding by Design (UbD) Template

#### Stage 1 – Desired Results

| Established Goals: |  
|--------------------|----------------|
|                    |  

<table>
<thead>
<tr>
<th>Understandings:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand that …</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will know …</th>
<th>Students will be able to …</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Other evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Stage 3 – Learning Plan

What learning experiences and instruction will enable students to achieve the desired results?  

How will the design