



<p><i>EDUC 222</i> introduces students to language development and how to facilitate reading, writing, speaking, and listening prior to formal instruction and in the early years of schooling, birth through kindergarten. . Language arts are essential to everyday life and central to all learning. Children come to understand the world through reading, writing, listening and talking. This course will develop the knowledge needed to understand how young children’s language and literacy develops and how early childhood teachers can help children become fluent, flexible, effective users of oral and written language.</p>	<p>Students in EDUC 222 must have:</p> <ol style="list-style-type: none"> 1. A minimum grade point average of 2.7 2. Completed EDUC 160 3. Stage 2 field experience of 40 hours in Head Start or early care center (Field Handbook) 4. Current clearances needed
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OVERVIEW OF PROGRAM:

The educational philosophy of Moravian College’s Early Childhood Education program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with young children 0 to 9 years and their families in a variety of educational and service settings. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, data collection and research including the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning. The focus of this program is on training educators to be leaders and advocates for families and their young children and provides undergraduate preparation for careers in child-related professions, including infant, toddler, preschool, school readiness, and elementary education. All Early Childhood Education courses are aligned with Pennsylvania State Department of Education Competencies – Sub-competencies and the National Association for the Education of Young Children (NAEYC) Initial Licensure Standards.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child; and to teach so that words and actions inspire a will to learn.

PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN THROUGH AGE NINE:

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content materials offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with special needs.
- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety of formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of our youngest learners to grade four.

PURPOSE OF COURSE:

The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspect of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. In this course, students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always informs programs so students know if a child is making progress in reading related skills and early reading. Student will also learn how to work with parents, and policy makers who always influence early learning programs and who make decisions regarding early reading instruction.

Expected Student Outcomes:

1. Application of effective, developmentally appropriate (appropriate for diverse ages, individual characteristics, cultures) curriculum and assessment.
2. Understand phonological development involving phonological awareness, memory, and retrieval.
3. Develop relationships between early spoken language and early pre-literacy abilities.
4. Apply spoken language skills.
5. Awareness of language comprehension and expressive language skills directly related to early literacy.
6. Understand and apply emergent literacy in context of stories and narratives.
7. Realize the influences of parent/child interactions in early-shared storybook interactions.
8. Develop conceptual, experiential and language foundations for learning to read and write.
9. Use of tactile kinesthetic and auditory cues in reading and writing.
10. Address difficulties involving language and literacy development.
11. Continued development of foundations in literacy research and theory.
12. Learn, understand, apply word level instructional strategies, reading/writing connections, instructional approaches and materials, and appropriate assessment of literacy.
13. Focus on every child and their appropriate needs.

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. Most coursework will use *MyEducationLab* to enhance the textbook learning by use of videos, vignettes, study guides, etc. The courses are also dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

PDE STANDARDS AND ASSESSMENT ANCHORS STATEMENT:

PDE has produced Infant/Toddler Standards, Early Learning Standards, Kindergarten Standards, and academic standards for the following content areas: Math, Social Studies, Science/Technology,

Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards.

REQUIRED TEXT:

Vukelich, Carol, Christie, James F., & Enz, Billie Jean. (2008). *Helping Young Children Learn Language and Literacy: Birth Through Kindergarten, 3/E*. NY: Allyn & Bacon

McAndrews, Stephanie. (2008). *Diagnostic Literacy Assessments and Instructional Strategies*. DE: IRA BlackBoard and MyEducationLab (**Class ID: cm357203**) are required for this course. Most buildings are wireless.

FIELD COMPONENT STATEMENT:

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

OTHER INFORMATION:

Absence Notification = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

Food = Water is allowed, but we will be moving around too much to be eating.

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class. If you text message in class, you will lose all your participation points.

Expected Work Load – For this course, it is expected that you will work between 6-10 hours for preparation outside of class for each week. You also may be asked to apply some experiences in a field experience that you will be having during the time of this course.

References and formatting = Use the Publication of the American Psychological Association, (Current edition) for references. All papers should be word processed with a readable 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

Plagiarism: Always cite your sources if the ideas are not original. If you transcribe words from another work, identify the passage as a quotation and cite the author. If you paraphrase, cite the source. Academic dishonesty will result in notification to the Academic Dean, in accordance with College policy. This will result in a failing grade if rules were broken. This course will follow all the rules for Academic Honesty as found on AMOS.

Grading:

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement as stated in the Student Handbook.

94-100 %	A	90-93.99 %	A-
87-89.99 %	B+	84-86.99 %	B
80-83.99 %	B-	77-79.99 %	C+
74-76.99 %	C	70-73.99 %	C-
67-69.99 %	D+	64-66.99 %	D
60-63.99 %	D-	0-59.99 %	F

F= This indicates failure.

D= 64-67% (D- = 60-64%) (D+ = 67-69%) These grades indicate unsatisfactory work, below the standard expected by the college.

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- **All handed in written work needs to be done on a computer.** Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- Points can be lost on any written work that is not word-processed.
- **Please do not hand in work in the plastic page holders.**

Professionalism:

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

Professionalism Scoring Rubric

Attendance	Arrived and left on time 50%	Late or left early 40%	Missed class, but called and had legal excuse; also submitted written work 30%	Missed class and did not call, but had a legal excuse 10%
Participation	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared 50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work 40%	Participates when called on, supports group projects, comes to class not quite prepared or is occasionally busy eating 20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared or is busy eating 10%

One idea that was important for you to remember:

One or more ideas that you shared with the class:

One way you encouraged others if scored 50%:

Student and professor will do this.

Evidence of Learning:

1. Tests = 45%
2. Micro teaching strategy lesson = 20%
3. Cooperating Teacher's assessment & Field Journal with all required activities based on text and class = 25%
4. Professionalism = attendance and preparation for class (written and oral work) = 10%

Draft of Weekly Schedule (subject to change if needed)

Week Fall 2012	Assignment	Topic	Assessment	Competency
Aug. 28 & 30 Introduction to course, requirements, and text features; plus field experience handbook	Sign onto BlackBoard & MyEducationLab, Preview syllabus and textbooks Read chapter 1	Small group –discussion and share their part of syllabus Discussion: Chapter 1 goals Complete hand-out 1.1 <i>Reminiscing about my literacy learning</i> , small to whole group discussion Table work: Each team will be given an Instructional approach to explain Discussion: Slides 1.3-4 Book sharing: model read aloud Internet search: Find PA Infant/Toddler Standards, Early Learning Standards, Kindergarten Standards and Language Arts Content Standards; other areas at PDE website, NAEYC Standards, and IRA position papers	Professionalism Observation of participation Collect hand-out Observation of use of laptop computers	
September 4 & 6 Chapter 1 Foundations of Language and Literacy	Read chapters 1	Small Group: Reflect on principles of effective literacy instruction and focus on accommodations for children's developmental and linguistic diversity Whole Group: Share some of your early literacy experiences Review the field journal components and class presentation	Professionalism Oral presentations	
Sept. 11& 13 Chapter 2 Oral Language Development	*Teams be ready to share your language acquisition perspective *Graphic organizers on language components – use pp.20-28 in IRA textbook	Introduction: Chapter 2 Gather into language acquisition perspective groups: Get ready to share your team's explanation of viewpoint Discussion Table teams: Share your graphic organizers for 5 components of language	Oral presentations Written work - collected	
September 18-20 Ch. 2 & 3	Answer ch. 2 discussion questions & view video: <i>The Human: To Talk</i>	Team discussion: PPT 2.1 Language Acquisition Theories, PPT 2.2 Language is..., Slides 2.-.4 Linguistic Components Why do babies ---Discussion from video on Dr. Meltzoff's findings about the linguistic journey from cooing to	Professionalism	

	Review handouts for chapter 2	"Motherease" to "language explosion" PPTS: 2.3-.7 discussion	PPTS on BlackBoard	
Sept. 25-27 Chapter 3 Family Literacy and Language Development	Test on chapters 1-3 Read and be prepared to apply contents Stage 2 - field experience	Small group: Answer given questions with follow-up discussion PPTS: 3.1-4 Discussion Table talk: Identify things families can do to encourage literacy development TEST – chapters 1-3 essay	Professionalism Test on ch. 1-3	
October 2-4 Chapter 4 Organizing Early Language and Literacy Instruction	Read ch.4 and be able to apply Draw your literacy environment classroom	Table Talk Questions: Answer and share: environment and schedule Discussion on applying read alouds to field experience View Bobbi Fisher's <i>Classroom Environment</i> Share your Drawings: Explain design principles for literacy environment, uses and functions	Professionalism Critical analyzes of environments Drawings collected	
Oct. 9-11 Chapter 4 Organizing Early Language and Literacy Instruction	Answer response question about chapter 4	Discussion- Analyze PPTS 4.1-4.5; share team's thoughts Table teams: Venn diagram for environmental and functional print, chart paper and markers, whip around to share	Professionalism Written responses	
Oct. 16-18 Chapter 5 Facilitating Early Language Learning	Respond to ch. 5 questions Observe dramatic play and environmental and functional print in field	Discussion: Oral Language Development – share personal experience to respond to main concept questions Table teams: Handout 5.1 & 5.2 – Develop a plan for explicit teaching of new vocabulary and definitions Pairs: List ways for developing discourse with YC. (PPTS: 5.3-5.6) focus on teacher, play centers, sharing & meeting times	Professionalism Written response Self assessment and assessment of peers Quality of dramatic center	
Oct. 23-25 Chapter 6 Sharing Good Books with Young Children	Bring in 2 quality EC books to read, 1 old and 1 new	Analyzing of Children's books by students in small groups, use handout 6.1 and pp. 122-124 in text to assess books Discussion: 6.2 effective read aloud strategies Table talk: Share some of the language of your books Books on Chalkboard: Students select a few books to discuss and read aloud	Professionalism	
November 1 Chapter 6 Sharing Good	Observe a read aloud	View <i>Learning to Read by Reading</i> (unpublished NZ video) Apply: 6.2 and plan a read aloud using 6.3 and at least one	Professionalism	

Books with Young Children		extension (pps. 136-140)		
Nov. 6-8 Chapter 7 Teaching Early Reading Skills	Test on 4-6	TEST on chapters 4-6 Partners: Fill in handout 7.1 and 7.2; go to outside sources such as ReadWriteThink, etc.; site work – to be collected on Nov. 11 th .	Professionalism Ch. 4, 5, & 6 test	
Nov. 13-15 Chapter 7 Teaching Early Reading Skills	Respond to key questions Obtain and bring to class copies of the national student content English language arts standards (IRA) & PA Lang. arts standards Hand in handouts, 7.1-7.2	Group discussion: key questions from chapter 7 Table teams: Define and apply terms: Phonological awareness, phonemic awareness & phonics; share including one developmentally appropriate activity to teach those particular aspects of each term Laptops- What other standards and anchors does PA have? PPTS: 7.2-7.5 applications; 7.6-7.11 phonics rules	Professionalism Written responses	
Nov. 20 Chapter 8 Teaching Early Writing	Chapter 2 presentation from IRA Textbook	Chapter 2 presentation	Professionalism Written responses	
Nov. 27-29 Chapter 9 Assessing Young Children's Early Literacy: Finding Out What They Know and Can Do	Chapter 3 & 4 presentations from IRA Textbook Response to main concept questions	Chapter 3-4 presentations Table teams: Respond to main concepts Partners Discussion: Assess young children's early writing (slides 8.1-8.6) Figure out the developmental levels; handout 8.1 vignettes –what knowledge and skills portrayed? 8.3 handout=emergent writing checklist Table teams 8.4-8.5 handouts-design application for each writing strategy	Written responses Professionalism	
Dec. 4-6	Field Journal due.	Review learning Share field journal – one interesting thing from each	Assess field journal	

Final Dec.11, 2012 – 8:30 AM

Diagnostic Literacy Assessments and Instructional Strategies

Micro Teaching

Presentation by _____

Chapter _____

Written requirements: 30 pts.

____ Objectives – List objectives using PECT Preliminary Standards and Descriptors

____ Agenda for class and a list of materials used

____ Copy of PowerPoint used in presentation identify key points of chapter

1. Major understandings
2. Assessments
3. Strategies suggested

____ Citations for sources

____ Individual assessment = Due **before** the next class, but after the lesson was taught. You can e-mail your individual assessment, but make sure it is identified on the document written or you can place a hard copy in an envelope in my basket outside my office.

1. Highlights and lowlights of the lesson taught
2. Describe the interactions of the group working together

Oral requirements of Micro Teaching: 35 pts.

General overview and contents of chapter

____ Professional attire

____ Attitude towards teaching the lesson to us

- Demonstrate belief in the contents of chapter
- Enthusiastic
- Passionate
- **Add a touch of theater**

____ Overview of total lesson= Tell us your agenda for the whole lesson (can be part of PPT)

____ PowerPoint and other technologies used to help and support concepts beginning taught

1. Major understandings
2. Assessments
3. Strategies suggested in chapter

____ All voices heard equally

Bring one strategy to life: 20 pts.

Strategy =

____ Well-stated **introduction** so we know exactly what the strategy is (You might use a visual for help) and why we use it (purpose)

____ Clear explanation or procedure of your strategies from your chapter with samples or how to apply (do) concept (step by step)

- Give us the experience of doing a strategy from your chapter
- Make sure you explain step by step

- Have all materials ready
- Let us try the strategy, but we don't have to finish it
- How do we assess the strategy

_____ **Closure of entire learning from your chapter – Summary of what we learned: 5pts.**

Advising before lesson: 10 pts.

_____ Meet with me to share your draft ideas for teaching your chapter – **one month** before presentation

DATE:

_____ Bring in draft of the agenda, PPT's and sample of strategy lesson – **one week** before your presentation

DATE:

Total Points _____ (Individual scores may vary according to the quality of your individual assessment after the lesson was taught.)

Written Class Assignments, Response Questions and Practice. Homework provides students with the opportunity to extend their learning outside the classroom. At the collegiate level homework provides an opportunity to deepen understanding of new concepts and idea. This form will also be used for in-class work that is handed in.

5 points

- Follows the reflection guidelines exactly
- Topics or ideas clearly stated
- In each reflection, at least two points are fully elaborated
- Free of mechanical errors

Comments:

3 points

- Generally follows the reflection guidelines
- Topics or ideas may be unevenly developed
- In each reflection, at least two points are elaborated
- Some mechanical errors

Comments:

1 point

- Did not follow the reflection guidelines
- Topics or ideas not well developed
- In each reflection, only one point is fully elaborated
- Many mechanical errors

Comments:



EDUC 222 Emerging Language and Literacy, Birth to age 5 Field Experience Requirements

Due Date for Field Journal Notebook = December 4, 2012

- You are there to observe and to assist your cooperating teacher. You are not to be in charge of the entire class, although you may instruct a large or small group and/or work with individuals.
- You are expected to do a read aloud lesson with a group of children. The written lesson plan should be included in your field journal notebook. This would be a good time to **ask your cooperating teacher to write an evaluation on your read aloud**. Add this response to your field journal.
- One strategy that you selected from our textbook and applied to your field placement

The first step is to write a brief letter of introduction for your cooperating teacher. Have someone proofread it before you send it. It is the first impression. Send it as soon as possible with your phone number and e-mail address included.

When reporting to your assignment, remember that you are a professional. Dress accordingly. Check in at the office. Follow sign-in procedures. Introduce yourself to the principal and the secretary. If you have any school related questions, ask them. You also will be required to sign out when you leave the building. Refer to Early Field Handbook for more information.

At the end of your field experience, I would like you to take some time and reflect back on your entire experience. Give an overall impression of your experience (PMI) and discuss how you think it will impact on your career as a teacher. Consider the following questions: For example: What kind of instruction is going on in writing? How were you able to help? How did the children respond to your help? These are just a few of the suggested questions to ponder. You should also consider the classroom environment for learning. What was conducive to learning? What was distracting? How about the classroom management? What techniques and strategies did you observe? Did you see dramatic play? ETC.! This will be included in your field journal notebook. It should be at least two to three pages.

Do not be presumptuous enough to critique your cooperating teacher in any way. You are not there to judge, but to observe, learn, and assist. Do not write your journal notes while in the classroom.

Remember that this experience is part of your grade for this course. Your field journal notebook and an evaluation by your cooperating teacher will determine your grade. So have fun, look good, and take your "JOB" seriously!

Areas to be include in your field journal:

Introduction: A copy of your letter of introduction.

Literacy Classroom and Weekly Engagements: A description of placement which includes the name of your teacher, the grade level, school, subject taught while there, and the literacy approached used with explanation. In this section, also include a list of things or activities that you did each week in your field experience. You can identify the date of the week and then just **bullet** activities or experiences that you had for that **week**.

Literacy Read Aloud Lesson Plan: Literacy lesson plans co-operating teacher's evaluations. Add a few students' samples when ever possible. Add pictures if allowed. (Permission from principal)

Strategy lesson: Experiment with the application of one strategy from our text

Experience Reflection: Overall reflection of experience in at least two to three pages. Base your reflections on **content of course** and not just feelings.

Good Luck! Have Fun! Keep thinking that this is what you will be doing in your teaching career! This Journal is **due** Dec. 4, 2012. Do not wait until the last week to do all your teaching experiences.

Note:

If your field experience is from September 24th to December 7th, your field journals are due December 4th.

Emerging Language & Literacy Field Journal Evaluation Form

For: _____

Included in the field journal notebook will be the following:

1. Overall presentation (5 pts.)

_____ Title page, table of contents and tabbed sections

_____ Demonstrate your use of technology

2. Letter of Introduction (5 pts.)

_____ Letter is informative and free of mechanical errors.

3. Literacy Classroom: (15 pts.)

_____ Description of placement, which includes:

- The name of your teacher
- The age group
- The school or center

_____ The language and literacy approach used in the classroom

_____ Weekly lists of activities/experiences/technology – Identify each week with its activities including technology that was used

4. Read Aloud Lesson Plan or Plans: (40 pts.)

_____ Read aloud lesson using the Moravian College lesson plan include WHERE TO

_____ Summary of book used

_____ Co-operating teacher's evaluation of lesson taught

_____ **Extra credit:** Add students' pictures (Permission from Director or Principal)

5. Selected a strategy from the IRA text done with children or child (25 pts.)

_____ Identify each step of the activity and materials used

_____ Cite the strategy used from *Diagnostic Literacy Assessment and Instruction Strategies*

_____ Extra credit: Students' samples and pictures if possible

7. Experience Reflection: Make sure the reflection has positive, minus and interesting aspects of the experience as it reflects on the **information taught** in the course. It should be 2-3 pages. (Base your reflections on content of course and not just feelings.) **(10 pts.)**

Total points _____

Grade for Field Experience Notebook _____



A Framework for Lesson Plans

I. Overview of the lesson:

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

II. Big Idea (major understanding): What is the larger idea associated with this lesson that transcends grade level?

III. Essential Questions: Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

IV. Pennsylvania State Standards

V. General Objectives: Referred to as **concepts** on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

VI. Behavioral Objectives: Referred to as **competencies** on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

VII. Instructional Materials

VIII. Vocabulary

IX. Procedure

- A. Introduction
- B. Motivation
- C. Development
- D. Strategies for diverse learners
 - a. For English Language Learners
 - b. For students with disabilities
- E. Summary and Closure
- F. Assignment
- G. Assessment

X. Reflection & Self-Evaluation – See Instructional Strategy (WHERE TO)

Instructional Strategy

Use this to check your lessons to ensure your lessons address each of these points:

Instructional Strategy:

W: How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?

H: How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?

E: What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?

R: How will you cause students to reflect, revisit, revise, and rethink?

E: How will students express their understandings and engage in meaningful self-evaluation?

T: How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?

O: How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?