

**SECONDARY BLOCK – SECTION ONE**  
**SCHEDULE OF TOPICS AND ASSIGNMENT CHOICES**  
*SPRING 2004 – revised 2-3-04*

<b>Unit One: Topic: Adolescent Learners</b> <i>engaging secondary students' curiosity....</i> <b>Essential Questions:</b> Who is the Adolescent Learner? What are the typical strengths and challenges in my content area?		
<b>Dates</b>	<b>Readings/Workshop focus</b>	<b>Assignments/Assessments</b>
Friday, Jan. 9	Introductions Affinity Diagram of Adolescent Experience	Take class picture Complete Roster entries
Monday, Jan. 12	Read Lois Lowry's <i>The Giver</i> Developing principles for teaching adolescents	
Friday, Jan. 16	Read Lowry's Newbury speech and interview Assign Response to Ginger Letter Assembling Ed Psych/Excep'l Child connections	Professional Homepage submitted on Discussion Board <b>REQUIRED</b>
Monday, Jan. 19	Read Barbara Given's <i>Teaching to the Brain's Natural Learning Systems</i> Jigsaw Reading Circles on Brain's Systems	Learning Log #1—Ginger letter -- <b>REQUIRED</b>
Friday, Jan. 23	Jigsaw Teaching segments based on Brain's Systems Meet in Content area groups to assemble guidelines for teaching adolescents	Learning Log #2
Monday, Jan. 26	Read Ron Brandt's <i>Powerful Learning</i> Hands-on review in Brain Lab	
<b>Unit Two: Topic: Comprehension Strategies for Content Area Learning</b> <i>creating meaningful learning experiences...</i> <b>Essential Questions:</b> What is Literacy? What is Literacy in my content areas?		
Friday, Jan. 30	Read Cris Tovani's <i>I Read It, But I Don't Get It</i> Discussion and self-assessment	Learning Log #3
Monday, Feb. 2	Read Cris Tovani's <i>I Read It, But I Don't Get It</i> Discussion and content area assessment	Principles for creating "developmentally appropriate" lessons for Adolescents
Friday, Feb. 6	Read Strong & Silver's <i>Reading for Academic Success, the Preface, "The A+ Reader" and Ch. 1, "The Challenge of Textbook Reading"</i> Examining approaches to differentiating instruction in content areas.	Learning Log #4 <b>Part I of Participation Paper</b>
<b>Unit Three: Topic: Guiding Standards in my Content Area</b> <i>challenging secondary students with high, attainable expectations...</i> <b>Essential Question:</b> What will I be expected to teach?		
Wed'day, Feb. 11	<b>CANCELLED DUE TO FIELD PLACEMENTS !!</b>	
Friday, Feb. 13	Read Barbara Benson's <i>How to Meet Standards, Motivate Students, &amp; Still Enjoy Teaching</i> , Ch. 1 Introduction of Internet Search resources Creating format for search and raising questions generated from Ch. 1	Search of National and State Standards Learning Log #5 <b>"Literacy/Learning-to-Read" Autobiography DUE DATE CHANGED TO HERE</b>
Monday, Feb. 16	Read Barbara Benson's <i>How to Meet Standards, Motivate Students, &amp; Still Enjoy Teaching</i> , Ch.2 Compare findings from Internet Search in Content Area groups Guidelines -- <i>Creating a Community of Learners</i>	Examining Best Practices in Content Areas Entry on Discussion Board #2 – Observing Adolescent Learners in Field Placements
Friday, Feb. 20	Read Barbara Benson's <i>How to Meet Standards, Motivate Students, &amp; Still Enjoy Teaching</i> , Ch. 3 Introduction to creating an Inspiration Map of Standards Observations from Best Practices compared to MI CLIMB examination	Examining MI CLIMB benchmarks and lesson Designs First Draft of Guidelines for Content Area Reading Strategies—from Tovani discussions Learning Log #6 Schedule Interview with Mentor Teacher during

	Examining strategies which encourage <i>Reflection</i>	week of Feb. 23-27.
<b>Unit Four: Topic: Lesson Designs -- Direct Instruction and Cooperative Learning</b> <i>creating meaningful, interactive learning experiences...</i>		
<b>Essential Question:</b> How do I create active learning experiences for diverse learners?		
Monday, Feb. 23	Read Madeline Hunter's Direct Instruction access from Block website Direct Instruction Format introduced & practiced	Interview regarding Local Standards w/ Mentor Part II of Participation paper
Friday, Feb. 27	Read Johnson & Johnson's <i>Cooperative Learning in the Classroom</i> , Ch. 1-8 ("Talking to Learn") Assemble Content specific connections to CL elements Teaching Seminars Assigned	Learning Log #7
Monday, Mar. 1	Read Johnson & Johnson's <i>Cooperative Learning in the Classroom</i> , Ch. 9-14 ("Talking to Learn") Assemble Content specific connections to CL elements	Submit practice Direct Instruction Plan Discussion Board #3
<b>Unit Five: Topic: Assessment, Evaluation and Grading</b> <i>ensuring the success of diverse learners ...</i>		
<b>Essential Question:</b> How will I evaluate and grade student learning?		
Friday, Mar. 5	Read articles on Grading & Assessment Discuss experienced and potential approaches to assessment—what does this have to do with students' motivation to learn in content areas?	Learning Log #8 Submit practice Cooperative Learning Plan
Monday, Mar. 8	Complete Personal Style Inventory – OPTIONS accessed from the Block website Read Benson's <i>How to Meet Standards</i> , Ch. 5, "Developing More Authentic Tasks and Assessments" Examine approaches to grading & personal style	Submit results of Options Inventory electronically. Seminar #1 Group Lesson plan due for feedback Discussion Board #4
<b>SPRING BREAK begins 8 am on Friday, March 12 and ends Sunday, March 21.</b>		
Monday, Mar. 22	Simulation for creating a grading philosophy and an electronic grade book. Read Garmston & Wellman's <i>How to Make Presentations that Teach and Transform</i> Setting personal/professional goals for seminar presentation.	Learning Log #9 Seminar #2 Group Lesson plan due for feedback
<b>Unit Six: Topic: Teaching Seminars</b> <i>creating and implementing meaningful, interactive learning experiences for novice teachers...</i>		
<b>Essential Question:</b> Is teaching an art or a science?		
Friday, Mar. 26	Seminar #1—Writing to Learn Read Strong & Silver's <i>Reading for Academic Success</i> , Ch. 6—"The Reading-Writing Connection" Critique of a presenter	Learning Log #10 Seminar #3 Group Lesson plan due for feedback
Monday, Mar. 29	Seminar #2—Building Vocabulary Read Strong & Silver's <i>Reading for Academic Success</i> , Ch. 3—"Managing & Mastering Vocabulary." Critique of a presenter	Seminar #1 Synthesis Paper due Seminar #4 Group Lesson plan due for feedback Electronic Grade Book project due
Friday, Apr. 2	Seminar #3—Developing Study Skills Read, Strong & Silver's <i>Reading for Academic Success</i> , Ch. 2—"Becoming a Thoughtful Note Maker." Critique of a presenter	Learning Log #11 Seminar #5 Group Lesson plan due for feedback Seminar #2 Synthesis Paper due

<b>Dates</b>	<b>Readings/Workshop focus</b>	<b>Assignments/Assessments</b>
Monday, Apr. 5	Seminar #4—Developing Questioning Strategies Read Strong & Silver’s <i>Reading for Academic Success</i> , Ch. 5—“Turning Questions Into Quests.” Critique of a presenter	Seminar #3 Synthesis Paper due Internet Search of Content Area teaching/learning resources due.
Friday, Apr. 9	Seminar #5—Representing Info Visually Read article on providing visual support to learners. Critique of a presenter	Learning Log #12 Seminar #4 Synthesis Paper due Discussion Board #5
Monday, Apr. 12	Read Strong & Silver’s <i>Reading for Academic Success</i> , Ch. 7—The Key to Reading Success. Making connections to OPTIONS Inventory results and own reading style—to increase repertoire. Introduction to Concept Mapping, Teaching Handbook and Final Exam Professional Interview	Seminar #5 Synthesis Paper due Begin preparing for Exam Week Exit Interview
<b>Unit Seven: Topic: Classroom and Behavior Management</b> <i>creating and maintaining a safe and interactive learning environment...</i>		
<b>Essential Question:</b> How will I ensure a safe learning environment in my classroom?		
Friday, Apr. 16	Read Robert Cormier’s <i>The Chocolate War</i> Discussion of Cormier’s novel as a metaphor of discipline challenges embedded in current events in secondary school settings.	Learning Log #13
Monday, Apr. 19	Discipline Theories “Walk-About” to examine options for classroom management in light of one’s own value system.	Exit Interview with Mentor Teacher conducted this week. Discussion Board #6 Part III: Final Participation Paper
Friday, Apr. 23	Sources of Power— What’s a Beginning Teacher to Do? Discussion and Wrap Up of semester	Learning Log #14 Discipline/Behavior Management Plan Proposal Mentor Teacher’s evaluation due
<b>Final Examination -- Professional Interview with a practicing professional during exam week</b>		
Currently our final examination times are Monday, April 26 – 10:30 to 12:30 and Friday, April 30 – 8:00 to 10:00 a.m. We’ll see if we can negotiate some times on Tuesday amongst the class members that will not conflict with other exams.		