ftp_tt_a

FORMAT DESIGN

fsp_tt **MCGRAW-HILL SCIENCE READING SERIES**

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ftp_nm

FORMAT DESIGN

ftp_tt

Concepts and Applications

ftp_st

ftp_tx

This is a sample byline.

ftp_au
ftp_af

PETER W. RABBIT

McGraw-Hill University

Allow 2 picas space
between top of page and
banner

The McGraw-Hill Companies

Allow 6 picas space
between banner and end
of page

9p6 picas b/b

Use 2
pica logo

Higher Education

[not to scale]

fdd_tx

For Lynn, Greg, and Gwen

GUIDE TITLE

fcg_ha

ABOUT THE AUTHOR

faa_tt

faa_au

faa_af

faa_tx

Peter W. Rabbit, *McGraw-Hill University***,** is a Professor in the Educational Research, Measurement, and Evaluation Program at Boston College. His main teaching responsibilities are instructing pre- and in-service teachers in strategies of classroom assessment. He received his Ph.D. from the University of Chicago with a concentration in testing, evaluation, and assessment. He is a former chemistry and biology teacher. He is author or co-author of *School Effectiveness: A Reassessment of the Evidence* (1980), *The Effects of Standardized Testing* (1982), *Classroom Assessment* (1991, 1994, 1997), and *Teacher Self-Evaluation Tool Kit* (1997). He is a past Chair of the American Educational Research Association's Special Interest Group on classroom assessment. Currently he is continuing his study of classroom assessments and examining issues related to the evaluation of teachers.

fbt_tt
CONTENTS IN BRIEF

CONTENTS

ALTERNATE CONTENTS

fto_tx_a **Identification and Alienation**

Fiction

Poetry

Author	Title	Date

fto_tx_b *Fiction*

Poetry

LIST OF MAPS ffm_tt

PREFACE

The ability to conduct assessment in the classroom ranks among a teacher's most essential educational tool. Ongoing formal and informal classroom assessments provide teachers with the information they need to monitor and make decisions about their pupils, teaching, learning, and grading. Increasingly, teachers must confront not only their own traditional classroom assessments, but also those required by external sources such as school districts, states, and national bodies.

fprop_tx

In view of this curriculum variation, this revision of *Assessment in the Classroom: A Concise Approach* is designed to fit a variety of curriculum arrangements. Because of its modest length and price, and its emphasis on the assessment needs of regular classroom teachers, it is ideal for the following situations:

To be the core text in either brief or full-length courses for teachers. To teach the assessment "unit" in educational psychology courses. To teach the assessment component of those integrated methods courses (course blocks) that combine formerly separate content areas and often last a full year.

fprop_et

The special mission of *Assessment in the Classroom: A Concise Approach* is to show how assessment principles and practices apply to the full range of teacher decision making, including assessments for: organizing a class at the start of the school year, planning and conducting instruction, grading, constructing formal assessments to determine student learning, and interpreting standardized and state-mandated tests.

New to this edition

fpr_ha

The goal is to show students that assessment is an everyday, ongoing part of their teaching, not some esoteric affair that is divorced from their daily routine. This edition retains the following features of the prior edition:

fpr_tx

Realistic assessment   The focus throughout is on the realities of classrooms and how assessment techniques can serve these realities.

fpr_lu

Practical guidelines   A good portion of each chapter is devoted to practical guidelines to follow and common errors to avoid when using the type of assessment under discussion. The implications of ignoring the recommendations are described.

Teacher thinking   Interspersed throughout the text are excerpts from interviews with real teachers that add the wisdom of practice to the text discussions.

In addition to the increase in assessments in the classroom, teacher education programs are changing. In many cases, the new curriculums that are emerging are

streamlined versions of their predecessors, having fewer credit hours to teach a professional knowledge base that seems continually to expand.

In addition to retaining the focus of the prior edition, this edition contains the following changes:

fpr_lb

- ◆ Sizing-up assessment, assessment conducted early in the school year to organize and learn about pupils, is now a separate chapter to emphasize its importance.
- ◆ Focus on accommodating pupils with disabilities both during instruction and during formal assessments is expanded.
- ◆ Increased links between objectives and types of instructional approaches are provided.

fpr_hb

Purpose of Planning Instruction

The most important plans teachers develop are unit or chapter plans, followed by weekly and daily lesson plans. Unit or chapter plans provide an overview of a sufficiently large block of material so that weekly and daily plans can be developed. Planning only daily lessons does not provide the generalization and continuity needed for successful instruction. Thus, teachers tend to plan in manageable chunks like units or chapters and use the cohesiveness of these chunks to provide a structure for daily planning.

fpr_hc

Remembering Factual Knowledge

In addition to retaining the focus of the prior edition, this edition contains the following changes:

fpr_ln

1. The pupils can remeber addition factsand the turnovers align exactly under the first letter
2. The pupil can recall definitions
3. The pupils can recall important dates

In addition to the increase in assessments in the classroom, teacher education programs are changing. In many cases, the new curriculums that are emerging are streamlined versions of their predecessors, having fewer credit hours to teach a professional knowledge base that seems continually to expand.

fprnt_tt

Notes

fprnt_ln

1. Michael Barone and Grant Ujifusa, The Almanac of American Politics 1998. (Washington: Nation Journal, 1997), p. 1504.
2. Larry Sabato, Goodbye to Goodtime Charlie, 2d ed. (Washington, D.C.: Congressional Quarterly Press, 1983), p. 8.

3. Garry Wills, "The War Between the States . . . and Washington," New York Times Magazine (July 5, 1998), p. 26.
4. Quoted in Ibid., p. 28.

Acknowledgments

With great appreciation I acknowledge the following reviewers whose frank and detailed suggestions guided this revision: Kathleen L. Matthew, Western Kentucky University; Eleanor Vernon Wilson, University of Virginia; and Betty Jo Simmons, Longwood College. As previously, I dedicate this book to Lynn, Greg, and Gwen, who provide support and inspiration for all my endeavors. I also wish to thank Lane Akers, who conceived this book and did a great deal to make it a reality. Beth Kaufman and Cara Harvey at McGraw-Hill were exceptionally helpful and supportive in the preparation of this revision. Susan Brusch ably guided the manuscript to production.

Ted Stanton, Les Switzer and Shawn McCombs, *all of the University of Houston*

Jay Black*, University of South Florida*

Rob Brown, *Salem State College in Massachusetts*

James A. Crook, *University of Tennessee*

Bruce Garrison, *University of Miami*

W. Wat Hopkins, *Virginia Tech*

Annette Johnson, *Georgia State University*

Sharon Murphy, *Bradley University in Peoria, Ill.* and Raul Reis, *California State University, Long Beach.*

Thanks and appreciation to Susan Gracia, my graduate assistant, who proofread the manuscript and carried out many of the necessary tasks associated with putting the revision together. Lastly, I acknowledge my mother and father, who made education an important part of my life; John Walsh, who was responsible for starting me on my career; and Ben Bloom, who provided guidance and perspectives that still influence my thought and work.

Peter W. Rabbit
McGraw-Hill University
www.mcgraw-hill.com

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks to your students. We create and publish an extensive array of print, video and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements.

FOREWARD ffm_tt_a

ffm_tx_a This book is designed to assist readers who want to make the most of these opportunities. Writing for Print and Digital Media helps students develop the superb writing skills they'll need to succeed as media professionals. We're not talking only about a writer's knowledge of grammar, spelling, punctuation and style, although these fundamentals are critical.

Our vision of writing is much broader and much deeper than that. Stated most simply, good writers produce copy that is accurate, compelling, fair, balanced, complete, clear and concise—and they do that within laws, professional standards and ethical codes of conduct that inform all of their work. They have mastered a complex array of skills and know how to apply them, often under difficult circumstances. Here are some of the characteristics that we hope readers of this book will develop as they study and apply the concepts outlined here and by their teachers.

ffm_lb_a
♦ Good writers are critical thinkers who can effectively use the research tools discussed in this book to analyze problems and find solutions

♦ Good writers try to adopt the objective approach and all that entails. They are, for example, skeptical of authority; dedicated to accuracy, completeness, precision and clarity; creative; consistent in making strategic decisions; fair and impartial; unwilling to support any political, social, cultural or economic interests that conflict with public or professional interests; ethical in their professional and personal lives; and honest about their own preferences and idiosyncrasies.

ffm_ha_a ## Writing

Mass media are among the most exciting, important and dynamic institutions in communities around the globe. Careers in mass communication provide opportunities for those so inclined to have positive, profound impacts on social, political, cultural and economic conditions wherever they live. The responsibilities of journalists and public relations practitioners are great, but the rewards are, too.

ffm_au_a *Pamela J. Ferris*
ffm_af_a Distinguished Teaching Professor
Northern Illinois University

INTRODUCTION

"Mass media are among the most exciting, important and dynamic institutions in communities around the globe. Careers in mass communication provide opportunities for those so inclined to have positive, profound impacts on social, political, cultural and economic conditions wherever they live."

—BOB HOPE

Introduction First Level Head

fpl_ha

The ability to conduct assessment in the classroom ranks among a teacher's most essential educational tool. Ongoing formal and informal classroom assessments provide teachers with the information they need to monitor and make decisions about their pupils, teaching, learning, and grading. Increasingly, teachers must confront not only their own traditional classroom assessments, but also those required by external sources such as school districts, states, and national bodies.

fpl_tx

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fpl_et

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fplnt_tt

1. Michael Barone and Grant Ujifusa, The Almanac of American Politics 1998. (Washington: Nation Journal, 1997), p. 1504.

fplnt_ln

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3. Garry Wills, "The War Between the States . . . and Washington," New York Times Magazine (July 5, 1998), p. 26.
4. Quoted in Ibid., p. 28.

PART 1

TITLE OF PART GOES HERE

bpt_tt

And the text would come here, of course. Lots and lots of text, just like these authors like to write and write and write, while we the designers, need to design and design and design their long and many times boring text. Well, enough said.

bptop_tx

Lots and lots of text, just like these authors like to write and write and write, while we the designers, need to design and design and design their long and many times boring text. Well, enough said. And the text would come here, of course. Lots and lots of text, just like these authors like to write and write and write, while we the designers, need to design and design and design their long and many times boring text. Well, enough said. And the text would come here, of course. Lots and lots of text, just like these authors like to write and write and write, while we the designers, need to design and design and design their long and many times boring text.

Well, enough said. Let's move on now to the next parts of this part. Hee, hee.

PART **2**

TITLE OF PART GOES HERE bpt_tt

Part Subtitle Looks Like This bpt_st

Someday, my son will be called a spic for the first time; this is as much a part of the Puerto Rican experience as the music he gleefully dances to. I hope he will tell me. I hope that I can help him handle the glowing toxic waste of his rage. i hope that I can explain clearly why there are those waiting for him to explode, to confirm their sterotypes of the hot-blooded, bad-tempered Latino male. bpt_qd

—MARTIN ESPADA bpt_qdau

DEMOCRACY'S FOUNDATION bpt_ha

Societies have little hope of solving their problems and achieving meaningful change if they don't have accurate, complete and unbiased information on which to base their tough decisions. Knowledge is critical as societies decide which pollution control plans to adopt, whose taxes to cut or which wars to fight. And information is crucial as an individual decides which candidate to support, what doctor to visit, which movie to attend or what car to buy. bpt_tx

Societies have little hope of solving their problems and achieving meaningful change if they don't have accurate, complete and unbiased information on which to base their tough decisions. Knowledge is critical as societies decide which pollution control plans to adopt, whose taxes to cut or which wars to fight.

Societies have little hope of solving their problems bptop_lu

They don't have accurate, complete and unbiased information

Knowledge is critical as societies decide which pollution control plans to adopt

Societies have little hope of solving their problems and achieving meaningful change if they don't have accurate, complete and unbiased information on which to

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bptop_et

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A **curriculum** describes the skills, performances, knowledge, and attitudes pupils are expected to learn in school. The curriculum contains statements of desired pupil learning and descriptions of the methods and materials that will be used to help pupils attain this. The methods and processes actually used to change pupils' behavior are called **instruction.** Lectures, discussions, worksheets, cooperative projects, and homework are but a few of the instructional techniques used to help pupils learn.

bptnt_tt

Notes

bptnt_ln

1. Michael Barone and Grant Ujifusa, The Almanac of American Politics 1998. (Washington: Nation Journal, 1997), p. 1504.
2. Larry Sabato, Goodbye to Goodtime Charlie, 2d ed. (Washington, D.C.: Congressional Quarterly Press, 1983), p. 8.
3. Garry Wills, "The War Between the States . . . and Washington," New York Times Magazine (July 5, 1998), p. 26.
4. Quoted in Ibid., p. 28.

PART 3

TITLE OF PART GOES HERE

Part Subtitle Looks Like This

CHAPTER 2

LEARNING ABOUT FORMATS

bch_tt

Chapter Subtitle Looks Like This

bch_st

bchop_qd

Someday, my son will be called a spic for the first time; this is as much a part of the Puerto Rican experience as the music he gleefully dances to. I hope he will tell me. I hope that I can help him handle the glowing toxic waste of his rage. i hope that I can explain clearly why there are those waiting for him to explode, to confirm their sterotypes of the hot-blooded, bad-tempered Latino male.

bchop_qdau

—MARTIN ESPADA

bchop_tx

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bchop_ln

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bchop_la

a. Societies have little hope of solving their problems
b. They don't have accurate, complete and unbiased information
c. Knowledge is critical as societies decide which pollution control plans to adopt

Societies have little hope of solving their problems and achieving meaningful change if they don't have accurate, complete and unbiased information on which to base their tough decisions. Knowledge is critical as societies decide which pollution

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>
> —MARTIN ESPADA

bchop_et

bchop_etau

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16 ♦ RACISM THEM VIGNETTE TITLE

bchba_nm / bchba_tt

Individuals and societies have little hope of solving their problems and achieving meaningful change if they don't have accurate, complete and unbiased information on which to base their tough decisions. Knowledge is critical as societies decide which pollution control plans to adopt, whose taxes to cut or which wars to fight. And information is crucial as an individual decides which candidate to support, what doctor to visit, which movie to attend or what car to buy.

bchba_tx

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>
> —BENJAMIN FRANKLIN

bchba_qd

bchba_qdau

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1. Audiences tend to avoid confused, obscure writing, and to seek more easily understood material.
2. Writers often can create feelings of immediacy and drama through the effective use of short sentences and paragraphs, particularly for television or radio.
3. Audiences tend to avoid confused, obscure writing, and to seek more easily understood material.

bchba_ln

CHAPTER 14

LEARNING ABOUT FORMATS: EARLY ASSESSMENT AND A 3RD LINE HERE IF NEEDED

bch_tt

Michael Moore
University of Delaware

bch_au
bch_af

CHAPTER OBJECTIVES

bopob_tt

Gathering Informaton about Pupils

bopob_lu

Sources of Learning about Pupils

Forming Pupil Descriptions

Concerns about Ethics and Accuracy

Improving Early Assessment

Clues to Language Disabilities

Inside a network broadcast booth shows all the television pictures of the news cast for that evenings news.
©2005 GettyIages

bchop_ct

bchop_ctfn

CHAPTER 2

LEARNING ABOUT FORMATS

bch_tt

Chapter Subtitle Looks Like This

bch_st

CHAPTER OBJECTIVES

bopob_tt

Readers will:

bopob_st

♦ *Appreciate the importance of history in teaching social studies.*

♦ *Understand the role of historians in preserving history*

bopob_lb

♦ *Learn a variety of methods and materials to stimulate children's interest in history.*

Introduction

bopob_ha

Teaching social studies as an interdisciplinary approach has resulted in increased instructional time at the elementary level as teachers integrate social studies into art, language arts, math, music, physical education, and science. Rather than "running out of time" to fit social studies in during the school day, many teachers have viewed social studies as a content area in which the other content areas can be extended and taught.

bopob_tx

> Over the past several years, social studies has become a more visible school subject, and the conception of learning social studies has evolved from doing and knowing to experiencing and making meaning.

bopob_tx_a

Teaching social studies as an interdisciplinary approach has resulted in increased instructional time at the elementary level as teachers integrate social studies into art, language arts, math, music, physical education, and science. Rather than "running out of time" to fit social studies in during the school day, many teachers have viewed social studies as a content area in which the other content areas can be extended and taught.

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viewed social studies as a content area in which the other content areas can be extended and taught.

Students may then check the World Wide Web for sites. Patricia gives the students a list with which they must start.

bopob_hb

Web Sites for World War II

bopob_hc

Holocaust Sites

bopob_ur

http://www.altavista.ggital.com/cgbin/query?pg=q&what=web&fmtz&q=RESCUERS
This site gives information on individuals who helped save Jews from the Holocaust.
http://yvs.shani.net/
This is the location for the United States Holocaust Museum.
http://www.channels.no/AnneFran.html
This is the location of the Anne Frank House in Amsterdam.

Patricia has each literature circle group make a class presentation at the end of the unit. Each student contributes to a written report and the group project. Group projects may be a drama, diorama, or collage depicting an important scene in the book, a character chart comparing the attributes of the primary characters, an illustration of the sequence of the story, a museum exhibit, or other creative endeavor that the students propose and Patricia approves in advance. As a culminating activity, the students do origami and make paper cranes.

bch_ha

THE INSTRUCTIONAL PROCESS

bch_tx

The instructional process comprises three basic steps. The first is *planning instruction,* which includes identifying desired pupil learning outcomes, selecting materials to foster these outcomes, and organizing learning experiences into a coherent, reinforcing sequence. The second step involves *delivering the planned instruction* to pupils, that is, teaching them. The third step involves determining whether or not pupils have learned or achieved the desired outcomes, or *assessing pupil outcomes*.

bch_ettt
bch_etha
bch_et

EXTRACT TITLE

This is an A-head
Any remotely attentive consumer of news has noticed, in recent years, a turn away from what journalists like to term 'spinach,' or the kind of news that citizens require to carry out their duties as intelligent, informed members of a political democracy, one that views them strictly as profit centers. . . .[17]

—JAMES DEAN

bch_etau
bch_etso

SOURCE: New York Times, August 22, 2205

It is important to point out, however, that this view of education is not the only possible one. Thoughtful critics (Perkinson, 1993) suggest that education conceived solely as a process of preplanned pupil behavior change can lead to a

preoccupation with narrow outcomes and afford the pupil virtually no role in the creation of his or her own educational program.

Any remotely attentive consumer of news has noticed, in recent years, a turn away from what journalists like to term 'spinach,' or the kind of news that cit-izens require to carry out their duties as intelligent, informed members of a political democracy, one that views them strictly as profit centers:

bch_et

> Extract unnumbered list item one
>
> Extract unnumbered list item two
>
> Extract unnumber list item three which is really long and includes a runover line

bch_etlu

> Any remotely attentive consumer of news has noticed, in recent years, a turn away from what journalists like.

Critics recognize the importance of a teacher's ability to artistically build upon a pupil's prior experience and to seek multiple, not necessarily predefined, out-comes from instruction.

John: Audiences tend to avoid confused, obscure writing, and to seek more easily understood material. If they see confusing sentences on a Web site, for instance, they will change sites.

bch_dl

Nancy: Writers often can create feelings of immediacy and drama through the effective use of short sentences and paragraphs, particularly for televi-sion or radio.

A **curriculum** describes the skills, performances, knowledge, and attitudes pupils are expected to learn in school. The curriculum contains statements of desired pupil learning and descriptions of the methods and materials that will be used to help pupils attain this.

Step 1.   Audiences tend to avoid confused, obscure writing, and to seek more easily understood material. If they see confusing sentences on a Web site, for instance, they will change sites.

bch_ld

Step 2.   Writers often can create feelings of immediacy and drama through the effective use of short sentences and paragraphs, particularly for televi-sion or radio.

Pupils undergo many changes during their school years, and many sources beside the school contribute to these changes: maturation, peer groups, family, reading, and TV, among others. The term **achievement** is used to describe school-based learn-ing, while terms like **ability** and **aptitude** are used to describe broader learning that stems from nonschool sources. Since the focus of schooling is to help pupils attain particular behaviors, understandings, and processes, almost all of the formal tests that pupils take in school are intended to assess their achievement. The Friday spelling test, the unit test on chemical equations, the math test on the Pythagorean theorem, the delivery of an oral speech, the autobiography, and midterm and final examina-tions all should focus on assessing pupil achievement, that is, what they have learned of the things that were taught in school.

CHAPTER 14

LEARNING ABOUT FORMATS: EARLY ASSESSMENT AND A 3RD LINE HERE IF NEEDED

bch_tt

KEY TOPICS

bchop_tt

Gathering Informaton about Pupils

bchop_lu

Sources of Learning about Pupils

Forming Pupil Descriptions

Concerns about Ethics and Accuracy

Forming Pupil Descriptions

Concerns about Ethics and Accuracy

Improving Early Assessment

Clues to Language Disabilities

T he purpose of schools is to educate pupils, but what does it mean to educate? Under what circumstances can a teacher claim credit for helping to educate a pupil? To **educate** means to help pupils change, to help them learn and do new things. When teachers have helped pupils to read, identify parts of speech in a sentence, use the scientific method, or write a cohesive paragraph, they have educated these students. Many experts describe education as a process intended to help pupils change in important and desirable ways (Airasian, in press). This view leads to a fundamental question all teachers have to ask themselves: What do I want my pupils to know or be able to do following instruction that they did not know or do at the start of instruction?

It is important to point out, however, that this view of education is not the only possible one. Thoughtful critics (Perkinson, 1993) suggest that education conceived solely as a process of preplanned pupil behavior change can lead to a preoccupation with narrow outcomes and afford the pupil virtually no role in the creation of his or her own educational program. Critics recognize the importance of a teacher's ability to artistically build upon a pupil's prior experience and to seek multiple, not necessarily predefined, outcomes from instruction.

THE INSTRUCTIONAL PROCESS

The instructional process comprises three basic steps. The first is *planning instruction,* which includes identifying desired pupil learning outcomes, selecting materials to foster these outcomes, and organizing learning experiences into a coherent, reinforcing sequence. The second step involves *delivering the planned instruction* to pupils, that is, teaching them. The third step involves determining whether or not pupils have learned or achieved the desired outcomes, or *assessing pupil outcomes.* Notice that to carry out the instructional process the three steps should be aligned with one another. That is, the planned instruction should be logically related to the actual instruction and the assessments should relate to the plans and instruction.

Figure 3.1 shows these three steps and the relationships among them. Notice that the diagram is presented as a triangle rather than as a straight

Purpose of Planning Instruction

The most important plans teachers develop are unit or chapter plans, followed by weekly and daily lesson plans. Unit or chapter plans provide an overview of a sufficiently large block of material so that weekly and daily plans can be developed. Planning only daily lessons does not provide the generalization and continuity needed for successful instruction. Thus, teachers tend to plan in manageable chunks like units or chapters and use the cohesiveness of these chunks to provide a structure for daily planning.

Planning is important because, as we have seen, classrooms are complex environments. The uncertainties, complexities, and variety of pupils' needs and characteristics require some structure, order, and control, especially when teachers carry out formal instruction. In such an environment, some form of planning and organization

olc marginal icon

A negatively charged ion such as Cl2, O22, or SO422. **bfcnt_tx_a**

www.mhhe.com

bfcnt_ur_a

A **curriculum** describes the skills, performances, knowledge, and attitudes pupils are expected to learn in school. The curriculum contains statements of desired pupil learning and descriptions of the methods and materials that will be used to help pupils attain this. The methods and processes actually used to change pupils' behavior are called **instruction.** Lectures, discussions, worksheets, cooperative projects, and homework are but a few of the instructional techniques used to help pupils learn.

bch_lb

♦ Good writers are critical thinkers who can effectively use the research tools discussed in this book to analyze problems and find solutions

♦ An observer who tries to use the objective approach–who recognizes personal and environmental influences and limitations and tries to transcend them–can describe reality with reasonable accuracy.

♦ An observer who adopts the objective approach will reconstruct reality more accurately than one who allows a personal agenda to influence strategic decisions. An observer who rejects the objective approach might well construct a "perceived reality" that has little to do with real life.

To summarize, we have seen that the purpose of schools is to educate, and that the mainstream view of education is that it helps pupils learn and do new and de-

bchbb_tt

bchbb_st

TECHNOLOGY AND ASSESSMENT BOX

BOX SUBTITLE WILL GO HERE

olc Visit the text website for chapter 3 (www.mhhe.com/airasian5e) to link to the following very helpful web resources on leson planning:

bchbb_lb

- **The Lesson Plans Page.** This site provides more than 100,000 lesson plans of all kinds for everybody.
- **AskERIC Lesson Plans**. Eric the Educational Resoutce Information Center, also mantains a database of lessons plans developed by classroom teachers.

bchbb_tx

This large site has become a central source of web based assessment and evaluation in-formation with numerous partnerships for the electronic disemination of information, active site, etc.

bchbb_ha

PRIMARY FOCUS BOOK

For this thematic unit, Amos and Boris is read aloud with the class. As the teacher reads the book, questions can be posed.

bchbb_lu

How did Amos become friends with Boris?

Why would Amos want to be Boris's friend? Why would Boris want to be Amos's friend?

Have you ever had a good friend move away? How did it make you feel?

bchbb_so

SOURCE: National Council for the Social Studies. 1994. Curriculum Standards for Social Studies: Expectations of Excellence. Washington, DC: National Council for the Social Studies.

sired things. The school curriculum identifies these planned outcomes and the general guidelines for bringing them about. Instruction includes the methods that are used to produce the desired pupil changes. Pupil achievements are those occurring as a result of school–based instruction.

bch_la

a. Societies have little hope of solving their problems

b. They don't have accurate, complete and unbiased information

c. Knowledge is critical as societies decide which pollution control plans to adopt

The methods and processes actually used to change pupils' behavior are called **instruction.** Lectures, discussions, worksheets, cooperative projects, and homework are but a few of the instructional techniques used to help pupils learn.

bch_hc **Remembering Factual Knowledge**

The methods and processes actually used to change pupils' behavior are called **instruction.** Lectures, cooperative projects, and homework are but a few of the instructional techniques used to help pupils learn.

bch_lu

The pupils can remeber addition factsand the turnovers align exactly under the first letter

The pupil can recall definitions

The pupils can recall important dates

The instructional process comprises three basic steps. The first is *planning instruction,* which includes identifying desired pupil learning outcomes, selecting materials to foster these outcomes, and organizing learning experiences into a coherent, reinforcing sequence. The second step involves *delivering the planned instruction* to pupils, that is, teaching them.

Pupil Characteristics

An initial and extremely important consideration is the present status and needs of pupils. What are they developmentally ready to learn? What topics have they mastered thus far in the subject area? How complex are the instructional materials they can handle? How well do they work in groups? Are they independent learners? Do they have special needs? What accommodations must be made for pupils with handicaps of various kinds? The answers to such questions provide needed perspective.

bch_ln

1. Audiences tend to avoid confused, obscure writing, and to seek more easily understood material. If they see confusing sentences on a Web site, for instance, they will change sites.

bch_fn

[17]Example of a footnote.

[18]Second footnote on the page to show the space between consecutive footnotes and what it will look like with a runover.

Marginal Note Title Variation bfcnt_tt_a

Achievement refers to school-based learning, while ability and aptitude refer to broader learning acquired mostly through nonschool sources such as parents and peer groups. bfcnt_tx_a
www.mhhe.com bfcnt_ur_a

Marginal Note Title bfbnt_tt_a

www.mhhe.com/schaefersm1 bfbnt_ur_a

Visit the Online Learning Center for Sociaology Matters to access quizzes, review activities, and other learning tools. bfbnt_tx_a

2. Writers often can create feelings of immediacy and drama through the effective use of short sentences and paragraphs, particularly for television or radio.

bch_lnla

    a. Societies have little hope of solving their problems

    b. They don't have accurate, complete and unbiased information

3. Reports written in short sentences and paragraphs are more attractive when set in type, distributed in a news release or posted on a Web site.

CHARACTERISTICS CONSIDERED IN PLANNING INSTRUCTION

Having sized up pupils, the teacher is ready to plan meaningful and appropriate lessons. The following sections describe the many factors teachers must consider when planning instruction.

bch_lnlu

1. Long sentences and paragraphs appear as imposing blocks of gray type that are hard to read.

    A final resource that greatly influences what is planned, taught, and learned in classrooms is the textbook. More than any other single resource, the textbook determines instructional plans in many classrooms. A large part of students' learning time and a large part of the teacher's instructional time are focused on textbook use (Woodward & Elliott, 1990).

2. It also is easier to understand simple sentences when they are spoken by broadcasters. Consider the following versions of the same report.

    The teacher's edition of most textbooks contains many resources to help teachers plan, deliver, and assess instruction.

Instructional planning tends to be more complex in elementary schools because students usually are more differentiated and because teachers must plan in many subject areas.

However, teachers should not abdicate their planning, teaching, and assessment decision-making responsibilities to the textbook. To do so reduces the classroom teacher from a professional decision maker to a mindless technician carrying out the instructional program and plans of others.

Often a single word can provide an effective transition. Some of the common transition words include:

bch_lu_b

Once	Before	Earlier
Previously	Later	Afterward
Meanwhile	Instead	However
Nevertheless	Nonetheless	Moreover

It is incumbent upon all teachers to assess the status and needs of *their* pupils, the curriculum requirements of *their* state or community, and the resources available in *their* classrooms when planning instruction for *their* pupils. In the end, decisions about what to emphasize rest with the individual classroom teacher, who knows her pupils better than anyone else and who is in the best position to plan and carry out instruction that is suited to their needs.

The pupils can remeber addition factsand the turnovers align exactly under the first letter.

bch_lu_a

The teacher's edition of most textbooks contains many resources to help teachers plan, deliver, and assess instruction.

The pupil can recall definitions.

The teacher's edition of most textbooks contains many resources to help teachers plan, deliver, and assess instruction.

The pupils can recall important dates.

However, teachers should not abdicate their planning, teaching, and assessment decision-making responsibilities to the textbook. To do so reduces the classroom teacher from a professional decision maker to a mindless technician carrying out the instructional program and plans of others.

WASHINGTON POEM TITLE

bch_pott

bch_potx

Sen. Hillary Rodham Clinton
sought an invitation Thursday
to Crawford to spend some time
with the Republican who replaced her husband in the White House and max
line length with a runover.

—BILL CLINTON

bch_poau

bch_pofn

[3]This is a footnote to the Washington Poem

Time is another important, though often overlooked, resource that greatly influences planning. Implicitly, each teacher's decisions about what content to stress or omit is based upon the instructional time available.

$$2X + Y = 13$$

bch_eq

While teachers make decisions about the allocation of instructional time on a daily basis, it is in the last few weeks of the school year that these decisions become most apparent: "We must cover subtraction of fractions before the end of the year, but we can omit rate, time, and distance word problems;" "If I don't finish parts of speech this year, next year's teacher will be upset, so I'll take some time from the poetry unit." Time is a limited resource, and thus has important consequences for planning instruction.

On the topic of corporate corruption, Bush said, "I think, by far, the vast majority of CEOs in America are good, honorable, honest people who have nothing to hide and are willing to let the true facts speak for themselves. Previously, it had estimated that North Korea probably extracted enough plutonium from a nuclear reactor to build one or two weapons.

bch_ea

A final resource that greatly influences what is planned, taught, and learned in classrooms is the textbook. More than any other single resource, the textbook determines instructional plans in many classrooms. A large part of students' learning time and a large part of the teacher's instructional time are focused on textbook use (Woodward & Elliott, 1990).
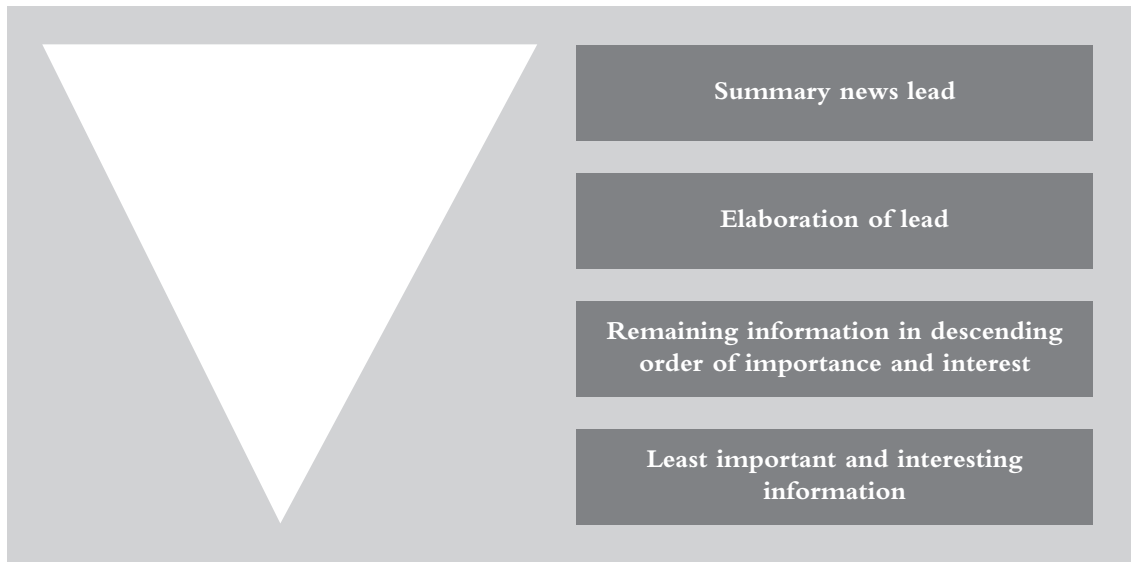
bch_fgnm / bch_fgtt

FIGURE 3.1   INVERTED PYRAMID MODEL

bch_fgct

bch_fgso

Just as his son, hovering on the brink of death, was nursed back to health by his father and family, America, hovering on the brink of death after twelve years of Reagan and Bush, was to be nurtured back to health under the new administration. Like anecdotes, analogies and metaphors do not constitute proof.

SOURCE: New York Times, August 22, 2205.

Instructional Resources

The instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that are possible. The term *resources* is used here in its broadest sense to include available supplies, equipment, space, aids or volunteers, texts, and time. Each of these resources influences the nature of instruction and therefore the pupil achievements that can be pursued.

bch_es

In previous centruies the term "Stigma" was used to describe a dinguishing mark burned or cut into the flesh (as was often used with slaves and criminals). Nowadays, a stigma is any mark of disgrace or inferiority.

bch_eset

The day that Brown denies any student freedom of speech is the day I give up my presidency of the university.

As the readings in this section show, many groups are stigmatized in American society, including people with physical disabilities, dwarfs, fat people, and racial minorities. In some cases, these groups have been stigmatized for millennia.

A biology teacher may wish his or her class to learn about the internal organs of a frog by having each pupil perform a frog dissection. However, if the school has no biology laboratory and no dissecting equipment, the teacher must forgo this objective. Classroom aids or volunteers who read to pupils, work with small groups, or

serve as "microscope moms" during a unit on the microscope can free the classroom teacher to plan and pursue enrichment activities that might not have been possible otherwise. Resources of all kinds are important to consider when planning instruction.

I. Audiences tend to avoid confused, obscure writing, and to seek more easily understood material. If they see confusing sentences on a Web site, for instance, they will change sites.

    A. Societies have little hope of solving their problems

    B. They don't have accurate, complete and unbiased information

II. Writers often can create feelings of immediacy and drama through the effective use of short sentences and paragraphs, particularly for television or radio.

    A. Societies have little hope of solving their problems

        1. Societies have little hope of solving their problems

        2. They don't have accurate, complete and unbiased information

            a. Societies have little hope of solving their problems

            b. They don't have accurate, complete and unbiased information

    B. They don't have accurate, complete and unbiased information

III. Reports written in short sentences and paragraphs are more attractive when set in type, distributed in a news release or posted on a Web site.

bch_lr

bch_lrla

bch_laln_a

bch_lnla_a

TABLE 3.1   COMPONENTS OF A LESSON PLAN
Table Subtitle Looks Like This

bch_tbnm / bch_tbtt
bch_tbst

TABLE A HEAD SAMPLE

Educational objectives. Description of the things pupils are to learn from instruction; what pupils should be able to do after instruction (e.g., the pupils can write a summary of a story; the pupils can differentiate adverbs from adjectives in a given passage)

Materials. Description of the resources, materials, and apparatus needed to carry out the lesson (e.g., overhead projector, clay, map of United States, Bunsen burners, video on the Civil Rights Movement, etc.)

Teaching activities and strategies. Description of the things that will take place during instruction

Assessment. Description of how pupil learning from the lesson will be assessed (e.g., homework assignment, oral questions, writing an essay, etc.)

TABLE A HEAD SAMPLE

a. Societies have little hope of solving their problems

b. They don't have accurate, complete and unbiased information

c. Knowledge is critical as societies decide which pollution control plans to adopt

bch_tblu

bch_tbha
bch_tbla

Cognitive assessments involve intellectual activities such as memorizing, interpreting, applying, problem solving, reasoning, analyzing, and thinking critically.

Classroom assessments cover cognitive, affective, and psychomotor behaviors.

The most commonly taught and assessed educational objectives are those in the cognitive domain. **Cognitive behaviors** include intellectual activities such as memorizing, interpreting, applying, problem solving, reasoning, analyzing, and thinking critically. Virtually all the tests that pupils take in school are intended to measure one or more of these cognitive activities.

Teachers' instruction is usually focused on helping pupils attain cognitive mastery of some content or subject area. A weekly spelling test, a unit test in history, a worksheet on proper use of *lie* and *lay,* an essay on supply and demand, and an oral recitation of a poem all require cognitive behaviors. The Scholastic Assessment Test (SAT), the ACT, the written part of a state driver's test, an ability test, and standardized achievement tests such as the Iowa Test of Basic Skills and the Stanford, Metropolitan, SRA, and California Achievement tests also are intended to assess pupils' cognitive behaviors.

bch_hd

Objectives are statements that describe what pupils are expected to learn from instruction. They tell where the instruction is going. Other names for educational objectives include instructional objectives, learning objectives, performance objectives, behavioral objectives, curriculum objectives, learning targets, and pupil outcomes. Whatever their label, objectives should be included in lesson plans to identify important learning outcomes, guide instructional approaches towards these outcomes, and identify appropriate assessment of learning. Objectives are logically and closely tied to instruction and assessment.

bch_ct / bch_ct_a

Just as his son, hovering on the brink of death, was nursed back to health by his father and family, America, hovering on the brink of death after twelve years of Reagan and Bush, was to be nurtured back to health under the new administration. Like anecdotes, analogies and metaphors do not constitute proof.

SOURCE: Sample photo source New York Times, August 22, 2205.

bch_ctfn

[3]This is a sample of a photo footnote.

The many behaviors in the cognitive domain have been organized into six general categories. This organization is called the *Taxonomy of Educational Objectives: Cognitive Domain* (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956), but it is most frequently referred to as Bloom's Taxonomy or the Cognitive Taxonomy. Bloom's Taxonomy is widely accepted and used in describing different types of cognitive behavior.

PREPARING FOR THE JOB SEARCH

bcs_tt

CITY COUNCIL CUTS SCHOOL DISTRICT'S BUDGET

bcs_st

Visit the text website to read the case of Marsha Warren, an experienced 3rd grade teacher who is overwhelmed by the problems created by her heterogeneous class.

bcsop_tx

Class Sizes Will Have to Go Up, Says Superintentent

bcs_ha

The headlines in the local paper highlighted the problem for the Skyline School District. The superintendent and the school board had tried valiantly to keep the budget down this year, recognizing that the city was determined to hold the line against any tax increase. The attempt to economize had failed, however, to overcome the costs of inflation, building modifications, and higher salaries negotiated by teachers earlier in the year.

bcs_tx

Ultimately there had been no alternative for the school district except to submit an increased school budget, but, in the face of a threatened taxpayers' revolt, the city council had felt that it had not choice except to cut the budget. After the council meeting, the superintendent was quoted in the newspaper as saying that because of the budget cuts, the district would probably have to lay off teachers and that as a result, class sizes would be larger in the fall.

Sample In-Basket Item #1

bcsac_tt

Dr. Mr. Brown:

bcsac_tx

I am instructing my daughter, Mary, not to report to the girls' physical education classes any more, until some changes are made.

Mary, as you know (or maybe you don't know) is a shy girl. She doesn't like taking off her clothees in front of other people, and I can't say that I blame her. Ms. Peterson, the physical education teacher, however, has forced my daughter to disrobe in front of the other girls as part of compulsory shower regulations. I have told Mary to inform the teacher that she will taker her bath at home, and therefore does not need to take a shower at school, but the teacher has rejected this alternative.

Sincerely,
(signed) Mrs. Patricia Herman

bcsac_au

Ultimately there had been no alternative for the school district except to submit an increased school budget, but, in the face of a threatened taxpayers' revolt, the city

council had felt that it had not choice except to cut the budget. After the council meeting, the superintendent was quoted in the newspaper as saying that because of the budget cuts, the district would probably have to lay off teachers and that as a result, class sizes would be larger in the fall.

bcs_hb

bcs_hc

bcs_ln

Suggested Learning Activities

Analyze the Case

1. What should the principal have done to discover the teacher's philosophy and methods of teaching before hiring him?
2. What is your evaluation of the strengths and weaknesses of the teacher's point of view and approach to teaching?
3. What factors may be affecting the pincipal's judgments about the acceptability of the teacher's approach?

bcs_hc

Be a Problem Solver

The headlines in the local paper highlighted the problem for the Skyline School District. The superintendent and the school board had tried valiantly to keep the budget down this year, recognizing that the city was determined to hold the line against any tax increase. The attempt to economize had failed, however, to overcome the costs of inflation, building modifications, and higher salaries negotiated by teachers earlier in the year.

Ultimately there had been no alternative for the school district except to submit an increased school budget, but, in the face of a threatened taxpayers' revolt, the city council had felt that it had not choice except to cut the budget. After the council meeting, the superintendent was quoted in the newspaper as saying that because of the budget cuts, the district would probably have to lay off teachers and that as a result, class sizes would be larger in the fall.

bcsfa_tt

bcsfa_ha

bcsfa_tx

FOLSOM SCHOOL'S STUDENT DISCIPLINE CODE

Introduction

Everyone needs discipline: athletes need discipline, executives need discipline, soldiers need discipline.

Rules are developed and promulgated in order to facilitate and promote discipline. Without rules, there would be no discipline.

The following rules have been developed in order to achieve the discipline necessary for the orderly environment that is required for effective teaching and learning. By following these rules, you will become a good school citizen, develop beter self-discipline, and become a more effective learner.

Obey the rules. Be a good citizen. Be a positive example for others.

Behavioral Guidelines

bcsfa_lu

All students will come to school prepared for class, appropriately dressed, and will necessary materials and equipment.

Students will be on time for school and for class. Punctuality is very important.

Student fighthing or fooling around will not be tolerated anywhere in the school, on the school grounds, or coming to or going from school.

The following rules have been developed in order to achieve the discipline necessary for the orderly environment that is required for effective teaching and learning. By following these rules, you will become a good school citizen, develop beter self-discipline, and become a more effective learner.

bcsfa_tx

Sincerely,
Ed Bain, Principle

bcsfa_au

bcsfa_tt
bcsfa_fi

IN-SERVICE INTEREST ASSESSMENT

Name: _____ Date: _____

bcsfa_ha
bcsfa_lc

Category 1–– You as a Person

Check Only 2:

_____ Stress Management

_____ Time Management

_____ Career Alternatives for Teachers

_____ Physical Fitness and Wellness

_____ Personal Investments for Educators

Notes

bcsnt_tt

bcsnt_ln

1. Michael Barone and Grant Ujifusa, The Almanac of American Politics 1998. (Washington: Nation Journal, 1997), p. 1504.
2. Larry Sabato, Goodbye to Goodtime Charlie, 2d ed. (Washington, D.C.: Congressional Quarterly Press, 1983), p. 8.
3. Garry Wills, "The War Between the States . . . and Washington," New York Times Magazine (July 5, 1998), p. 26.
4. Quoted in Ibid., p. 28.

In Chapter 1, Ms. Lopez was relying primarily upon cognitive information about her pupils when she made the following decisions: assigned grades, moved Jennifer from the middle to the high reading group, planned instruction, suggested that Robert spend extra time working on his report, identified pupils for remedial work in basic skills, graded pupils' American government projects, and consulted last year's standardized test scores to find out whether she needed to review the rules of capitalization for the class. In each case, Ms. Lopez was assessing her pupils' thinking, reasoning, memory, or general intellectual behaviors.

The many behaviors in the cognitive domain have been organized into six general categories. This organization is called the *Taxonomy of Educational Objectives:*

bcs_tt

bcs_st_a

bcs_tx

PREPARING FOR THE JOB SEARCH

City Council Cuts School District's Budget

The headlines in the local paper highlighted the problem for the Skyline School District. The superintendent and the school board had tried valiantly to keep the budget down this year, recognizing that the city was determined to hold the line against any tax increase. The attempt to economize had failed, however, to overcome the costs of inflation, building modifications, and higher salaries negotiated by teachers earlier in the year.

Ultimately there had been no alternative for the school district except to submit an increased school budget, but, in the face of a threatened taxpayers' revolt, the city council had felt that it had not choice except to cut the budget. After the council meeting, the superintendent was quoted in the newspaper as saying that because of the budget cuts, the district would probably have to lay off teachers and that as a result, class sizes would be larger in the fall.

bcz_tt

bcz_ur

Web Explorations

www.statenews.org
A website by the Council of State Governments. Three or four state politics news stories are highlighted and, so you can read the whole story yourself, a link to the newspaper is provided; it is updated every day. Also, click on "Think Tanks," an excellent list of research organizations that focus on politics, government, and policy.
www.statenews.org
A website by the Council of State Governments. Three or four state politics news stories are highlighted and, so you can read the whole story yourself, a link to the newspaper is provided; it is updated every day. Also, click on "Think Tanks," an excellent list of research organizations that focus on politics, government, and policy.

Cognitive Domain (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956), but it is most frequently referred to as Bloom's Taxonomy or the Cognitive Taxonomy. Bloom's Taxonomy is widely accepted and used in describing different types of cognitive behavior. Taxonomy is widely accepted and used in describing different types of cognitive behavior.

CHAPTER SUMMARY   bcesu_tt

bcesu_tx

Contemporary state party organization has enjoyed a revitalization after experiencing a low point during the 1970s. They are providing more services to candidates running for elected government positions, even though they may never again control the nominating process the

way traditional party organizations such as urban political machines did. Local party organizations still vary a great deal in terms of organizational strength and level of activity.

This a Sample End–of–Chapter A Head

bcesu_ha

Contemporary state party organization has enjoyed a revitalization after experiencing a low point during the 1970s. They are providing more services to candidates running for elected government positions, even though they may never again control the nominating process the way traditional party organizations such as urban political machines did. Local party organizations still vary a great deal in terms of organizational strength and level of activity.

◆ Education is the process of helping pupils acquire new skills and behaviors. A curriculum is the statement of what pupils are expected to learn in school or in a course. Instruction includes the methods used to help pupils acquire the desired skills and behaviors. Changes in pupil behavior brought about through formal instruction are called achievements.

bcesu_lb

The pupils can remember addition facts and the turnovers align exactly under the first letter

bcesu_lblu

The pupil can recall definitions

The pupils can recall important dates

◆ The instructional process comprises three steps: identifying desirable objectives for pupils to learn, selecting materials and providing instruction to help pupils learn, and assessing whether pupils have learned. Each step requires teacher decision making and assessment.

◆ Planning instruction involves understanding and modifying the curriculum and instruction to fit the needs and characteristics of pupils.

bcekt_tt

KEY TERMS

bcekt_tm

amateurs

caucus

closed primary

conservatives

direct primary

good-government organizations

ideology

liberals

lobbying

nonpartisan elections

open primary

bcepq_tt

QUESTIONS FOR DISCUSSION

1. Well-stated objectives include a clear description of the content matter and the behavior or process to be applied to the content.

bcepq_ln

2. Higher level objectives are those that require pupils to do more than just memorize facts and rules. Higher level objectives involve behaviors that require application, analysis, synthesis, and evaluation.

3. Planning instruction is greatly aided by modern textbooks and their accompanying aids and resources. However, teachers must remember that every class is different and that they must assess the textbook and its resources in light of the unique needs, readiness, and learning styles of their students.

4. Planning lessons can be improved by knowing pupils' learning needs and characteristics; addressing pupil needs and characteristics when planning; critically examining the textbook and its accompanying aids for appropriateness; emphasizing both lower and higher level objectives; using a range of instructional strategies, accommodations, and activities; recognizing the relationship between objectives and teaching activities; understanding one's own content and teaching strategy weaknesses; and including assessment activities in plans.

CHAPTER REVIEW bcepq_lmtt

a. one thing was irregular about me	1. absolute
b. conscious of class	2. object to
c. I resent the weakness	3. way to express anger
d. houses that were sweltering	4. are expected to
e. an outlet for his rage	5. force
f. the sheer sense of futility	6. not correct
g. they traditionally help mother	7. very hot
h. the impact living in substandard housing has	8. unbelievably
i. incredibly cruel	9. aware
j. in retrospect	10. looking back

REFERENCES bcerf_tt

bcerf_lu

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bch_tbnm / bch_tbtt

TABLE 3.1   COMPONENTS OF A LESSON PLAN AND TABLE TITLE IS VERY LONG WITH A RUNOVER

bch_tbsh_a
bch_tbsh
bch_tbcn
bch_tbtx

KINGS OF ENGLAND			
AD 800 TO AD 1150		AD 1150 TO AD 1500	
Anglo-Saxon	**Norman**	**Angevin**	**Lancastrian**
Alred	William I	Henry II	Henry IV
Edward the Elder	William II	Richard I	Henry V
Athelstan	Henry I	John	Henry VI
Edmund	Stephen	Henry II	Edward IV
Eadred		Edward I	Edward V
Edgar the Peacable		Edward II	Richard III
Ethelred the Unready		Edward III	

bch_tbfn *This is a sample of a table footnote.
bch_tbso SOURCE: New York Times, August 22, 2205.

TABLE 3.2   MOTOR DEVELOPMENT

bch_tbhs
bch_tbtx

Head Region
Eye
Social smiles
Eye coordination
Holding the head up

Arms and Hands
Defensive movements
Grasping and holding
Picking up object with opposed thumb

bchbb_tt

bchbb_st

bchbb_tx

bchbb_ln

bchbb_lnlu

TECHNOLOGY AND ASSESSMENT BOX

BOX SUBTITLE WILL GO HERE

Visit the text website for chapter 3 (www.mhhe.com/airasian5e) to link to the following very helpful web resources on leson planning:

1. The Lesson Plans Page. This site provides more than 100,000 lesson plans of all kinds for everybody.

   How did Amos become friends with Boris?

   Why would Amos want to be Boris's friend? Why would Boris want to be Amos's friend?

   Have you ever had a good friend move away? How did it make you feel?

2. Ask ERIC Lesson Plans. Eric the Educational Resoutce Information Center, also mantains a database of lessons plans developed by classroom teachers.

   This large site has become a central source of web based assessment and evaluation information with numerous partnerships for the electronic disemination of information, active site, etc.

bchbb_ha
bbbpq_lnfi

Questions

1. Audiences tend to avoid _____ in confused, obscure writing.

2. Writers often can create feelings of immediacy and drama.

   _____

3. Reports written in short sentences.

Answers

bpqsa_ln

1. This is a sample answer to question number one.

2. Answer to number two.

3. Answer to number three.

Additional Readings

bbbar_lu

Carlson, Nancy. 1989. I Lkie Me. New York: Viking Penguin. (Gr. K–2) This is an upbeat book about the importance of liking yourself.

Crosby, Bill. 1998. The Meanest Thing to Say. Illus. V.P. Honeywood. New York: Cartwheel. Part of the Little Bill series, two friends have a disagreement.

bchbb_fgnm / bchbb_fgtt
bchbb_ct

FIGURE 2.10   FIGURE TITLE
This is a sample photo caption that will appear within boxes.

bchbc_nm / bchbc_tt

BOX 1.1   FOCUS BOX

Ten Themes for Social Studies, K–12   bchbc_st

bchbc_tx

The National Council for the Social Studies (1994) has adopted the following ten themes of study for social studies instruction in kindergarten through grade 12. The themes are interrelated and draw[13] from all the social sciences and related fields of scholarly study.

bchbc_ha

Early Grades

bchbc_hb

This is a Box B Head. For this thematic unit, Amos and Boris is read aloud with the class. As the teacher reads the book, questions can be posed.

bchbc_ln

1. Audiences tend to avoid confused, obscure writing.
2. Writers often can create feelings of immediacy and drama.

bchbc_lnlu

> How can Amos save Boris?
> Why didn't Amos go out duing low tide?
> What makes someone a best friend?

3. Reports written in short sentences and paragraphs are more attractive.

bchbc_fn

[13]This is a sample of a box footnote. It will position at the bottom of the column where the text reference appears.

ACTIVITY LEVELS OF COUNTY PARTY   bchbc_tbtt

This is a Column Head	Second Column	bchbc_tbcr
County committee	Bimonthly	bchbc_tbtx
Candidate recruitment	State offices	
Participates in planning	Strategy meeting	
Campaign organizations	County offices	
Arranges fund-raising events	Posters	
Organizes telephone campaigns	Voters	

SOURCE: James L. Gibson, John P. Frendreis, and Laura L. Vertz, "Party Dynamics in the 1980s: Change in County Party Organizational Strength, 1980–1984,".   bchbc_tbso

adopted the following ten themes of study for social studies instruction in kindergarten through grade 12. The themes are interrelated and draw from all the social sciences and related fields of scholarly study.

bchbc_et

> This is a sample of a box extract. For this thematic unit, Amos and Boris is read aloud with the class. As the teacher reads the book, questions can be posed. For this thematic unit, Amos and Boris is read aloud with the class. As the teacher reads the book, questions can be posed.

SECTION 12

Introduction to Clinical Materials and Learning Experiences

bscop_tx

In previous centruies the term "Stigma" was used to describe a dinguishing mark burned or cut into the flesh (as was often used with slaves and criminals). Nowadays, a stigma is any mark of disgrace or inferiority.

As the readings in this section show, many groups are stigmatized in American society, including people with physical disabilities, dwarfs, fat people, and racial minorities. In some cases, these groups have been stigmatized for millennia. For example, *Leviticus* (from the Old Testament) explicitly forbids anyone who is blind, lame, too short, too tall, or physically deformed from approaching an altar. In other cases, the stigma is a product of comtemporary culture. For instance, overweight people suffer from severe stigmatization as a result of current societal norms favoring thinness (a change from the plumpness that was considered ideal a few generations ago).

bchsc_ha

Take Special Notice

bchsc_tx

As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height, weight, or other physical characteristics over which they have no control, consider whether this is different from excluding people on the basis of their race.

Questions Worth Pondering

bchsc_lb

♦ What makes a group susceptible to being stigmatized? (*Note:* It is not simply the result of being unusual, because supermodels are not stigmatized.)

♦ How is antifat prejudice psychologically similar to other forms of prejudice, such as racism and homophobia? How is it different?

As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height, weight, or other physical characteristics over which they have no control, consider whether this is different from excluding people on the basis of their race.

THE STIGMA OF PHYSICAL DISABILITIES

bscba_tt

From Biblical Times

bscba_ha

No man among your descendants for all time who has any physical defect shall come [near the altar]. No man with a defect shall come, whether a blind man, a lame man, a man stunted or overgrown, a man deformed in foot or hand, or with mis-shapen brows or a film over his eye.

bscba_qd

—LEVITICUS 21:17–20

bscba_qdau

Centuries Later

As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height, weight, or other physical characteristics over which they have no control, consider whether this is different from excluding people on the basis of their race.

bscba_tx

1. What makes a group susceptible to being stigmatized? (*Note:* It is not simply the result of being unusual, because supermodels are not stigmatized.)

bscba_ln

2. How is antifat prejudice psychologically similar to other forms of prejudice, such as racism and homophobia? How is it different?

As the readings in this section show, many groups are stigmatized in American society, including people with physical disabilities, dwarfs, fat people, and racial minorities. In some cases, these groups have been stigmatized for millennia. For example, *Leviticus* (from the Old Testament) explicitly forbids anyone who is blind, lame, too short, too tall, or physically deformed from approaching an altar.

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bscba_et

1

bchrd_nm

Toward Black American Empowerment

bchrd_tt

Issues and Struggles Facing American Indian Women Today

bchrd_st

Manning Marable

bchrd_au

*I*n previous centruies the term "Stigma" was used to describe a dinguishing mark burned or cut into the flesh (as was often used with slaves and criminals). Nowadays, a stigma is any mark of disgrace or inferiority.

brdop_es

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brdop_eset

The day that Brown denies any student freedom of speech is the day I give up my presidency of the university.

brdop_tx

Doug Hann, a varsity football player at Brown, was also concentrating on organizational behavior and management and business economics. The headlines in the local paper highlighted the problem for the Skyline School District.

brdop_et

The day that Brown denies any student freedom of speech is the day I give up my presidency of the university.

brdop_etau

—Vartan Gregorian, president of Brown University

The superintendent and the school board had tried valiantly to keep the budget down this year, recognizing that the city was determined to hold the line against any tax increase. The attempt to economize had failed, however, to overcome the costs of inflation, building modifications, and higher salaries negotiated by teachers earlier in the year.

bchrd_ha
bchrd_hb

Take Special Notice

Class Sizes Will Have to Go Up, Says Superintentent

bchrd_tx

As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height, weight, or other physical characteristics over which they have no control, consider whether this is different from excluding people on the basis of their race.

bchrd_hc

Chasing. As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height, weight, or other physical characteristics over which they have no control, consider whether this is different from excluding people on the basis of their race.

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2

bchrd_nm

Toward Black American Empowerment

bchrd_tt_a

Issues and Struggles Facing American Indian Women Today

bchrd_st_a

Walter Adams

bchrd_au_a

Professor of Economics, Michigan State University

bchrd_af

In previous centruies the term "Stigma" was used to describe a dinguishing mark burned or cut into the flesh (as was often used with slaves and criminals). Nowadays, a stigma is any mark of disgrace or inferiority. In previous centruies the term "Stigma" was used to describe a dinguishing mark burned or cut into the flesh (as was often used with slaves and criminals). Nowadays, a stigma is any mark of disgrace or inferiority.

brdop_tx_a

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Reading A Head Variation

bchrd_ha_a

As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height, weight, or other physical characteristics over which they have no control, consider whether this is different from excluding people on the basis of their race.

bchrd_tx_a

As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height, weight, or other physical characteristics over which they have no control, consider whether this is different from excluding people on the basis of their race. As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height.

Rough Outline

bchrd_hb_a

As you read this section's articles, ask yourself whether you stigmatize any groups. If, after thinking about it, you realized that you would not date certain people because of their height, weight, or other physical characteristics over

which they have no control, consider whether this is different from excluding people on the basis of their race.

bchrd_ln_a

bchrd_lu_a

1. Introduction

    Thesis-like idea––the nature of time seems to be his main argument, but her really claims that women have no worth outside of their value to men.

    The speaker devalues the lady's desires, frightens her with his language, and threatens her with death and abaondonment unless she sleeps with him.

2. Speaker thinks the mistress's values and decisions are fantastic

    What he presents as her idea of time and the world (the dreamland).

    His world (and desires) as the opposed reality.

    What she wants of love exists only in fantasy according to him.

    He will never provide her with that sort of devotion.

3. Speaker uses violent imagery and her death as primary arguments.

4. Mistress (and all women) only valuable to him based on their sexual allure and ability to please him.

bchrd_nm

bchrd_tt

bchrd_au

brdop_autx

16

The Red Convertible

Louis Erdich

Louise Erdich is the daughter of a German-born father and a Chippewa mother, who were both working for the Bureau of Indian Affairs in North Dakota when she was born in 1954. During most of Erdich's childhood, her maternal grandfather was tribal chair of the Turtle Mountain Band of Chippewa. Erdich received her bachelor of arts from Dartmouth College and her master of arts from John Hopkins University. In addition to writing, she has taught in the Poetry in the Schools Program in North Dakota and has edited a Native American newspaper in Boston. She wrote a novel and two books of nonfiction with her late husband, Michael Dorris, who was a professor of Native American studies at Dartmouth. Among her solo authored words, the best know are the poetry collection Jacklight (1984) and the four-novel series about several generations of a Native American family, which includes The Beet Queen (1986), Tracks (1988), and the Bingo Palace (1994). "The Red Convertible" is a chapter from the first book of the series, Love Medicine, which won the National Book Critics Circle Award in 1984.

Ultimately there had been no alternative for the school district except to submit an increased school budget, but, in the face of a threatened taxpayers' revolt, the city council had felt that it had not choice except to cut the budget. After the council meeting, the superintendent was quoted in the newspaper as saying that because of

the budget cuts, the district would probably have to lay off teachers and that as a result, class sizes would be larger in the fall.

LOVE AND LOSS IN "SLIPPING"
Catherine Hupel

bchrd_estt

bchrd_esau

bchrd_estx

Joan Aleshire's poem demonstrates the strong emotions the speaker feels for her father. She describes with kind understanding the symptoms of his aging and indicates her pleasure at feeling closer to her father than she has in the past. Nevertheless, although the speaker clearly loves her father, some of the figurative language in the poem suggests a darker side to their new closeness.

It is easy to identify images and figures of speech that show the speaker's caring for her father. For example, in the first stanza, she describes her father's losses with such phrases as "slow slipping" and "curtain of mist." These phrases clearly show his changes, yet the words are also gentle, even dreamlike, suggesting her sympathy for him.

The headlines in the local paper highlighted the problem for the Skyline School District. The superintendent and the school board had tried valiantly to keep the budget down this year, recognizing that the city was determined to hold the line against any tax increase. The attempt to economize had failed, however, to overcome the costs of inflation, building modifications, and higher salaries negotiated by teachers earlier in the year.

17

The Tempest

William Shakespeare

bchrd_nm_b

bchrd_tt_b

bchrd_au

Names of the Actors   bchrd_ha_b

ALONSO, *King of Naples*   bchrd_lu_b

SEBASTIAN, *his brother*

PROSPERO, *the right Duke of Milan*

ANTONIO, *his brother, the usurping Duke of Milan*

FERDINAND, *son to the King of Naples*

GONZALO, *an honest old councillor*

The scene: *An uninhabited island*

[ACT 1, SCENE 1]   bchrd_hb_b

[On board ship, off the island's coast.]   bchrd_tx_b

bchrd_tx_b

(A tempestuous noise of thunder and lightning heard. Enter a SHIPMASTER and a BOATSWAIN.*)*

MASTER: *Boatswain!*

BOATSWAIN: *Here, Master. What cheer?*

MASTER: *Good, speak to the mariners. Fall to 't yarely, or we run ourselves aground. Bestir, bestir!*
(Exit.)

(Enter MARINERS.*)*

BOATSWAIN: *Heigh my hearts! Cheerly, cheerly, my hearts! Yare, yare! Take in the topsail. Tend to the Master's whistle.—Blow till thou burst thy wind, if room enough!*

APPENDIX A

Standards for Teacher Competence in Educational Assessment of Students

Appendix First Level Head

The ability to conduct assessment in the classroom ranks among a teacher's most essential educational tool. Ongoing formal and informal classroom assessments provide teachers with the information they need to monitor and make decisions about their pupils, teaching, learning, and grading. Increasingly, teachers must confront not only their own traditional classroom assessments, but also those required by external sources such as school districts, states, and national bodies.

In addition to the increase in assessments in the classroom, teacher education programs are changing. In many cases, the new curriculums that are emerging are streamlined versions of their predecessors, having fewer credit hours to teach a professional knowledge base that seems continually to expand. This tightening of the professional curriculum together with increased amounts of field experience has resulted both in restructured core courses and, in some places, in an array of narrower courses that give only one or two credit hours at completion. In most cases, the new courses do not map well with the large survey texts that were produced for the old curriculum.

Appendix Second Level Head

In view of this curriculum variation, this revision of Assessment in the Classroom: A Concise Approach is designed to fit a variety of curriculum arrangements. Because of its modest length and price, and its emphasis on the assessment needs of regular classroom teachers, it is ideal for the following situations:

To be the core text in either brief or full-length courses for teachers.

To teach the assessment "unit" in educational psychology courses.

To teach the assessment component of those integrated methods courses (course blocks) that combine formerly separate content areas and often last a full year.

The special mission of *Assessment in the Classroom: A Concise Approach* is to show how assessment principles and practices apply to the full range of teacher decision making, including assessments for: organizing a class at the start of the school year, planning and conducting instruction, grading, constructing formal assessments to determine student learning, and interpreting standardized and state-mandated tests.

Sumarizing the Test Scores
The Mean

eap_ha

The ability to conduct assessment in the classroom ranks among a teacher's most essential educational tool. Ongoing formal and informal classroom assessments provide teachers with the information they need to monitor and make decisions about their pupils, teaching, learning, and grading. Increasingly, teachers must confront not only their own traditional classroom assessments, but also those required by external sources such as school districts, states, and national bodies.

eap_tx

bch_tbnm / bch_tbtt

TABLE B.3	APPENDIX TABLE TITLE	
Name	**Raw Score**	**Percentage Score**
Loyd	25	50
Jean	35	70
Gwen	25	65
Peter	40	70

bch_tbcn
bch_tbtx

GLOSSARY

A professor os sociology at the University of Colorado in Boulder. In 1975, he received his Ph.D. in sociology from Washington State Unsources of data: the Uniform Crime Reports, National Crime Victimization Survey, and self-report studies.

A

achieved status　A status that is earned.

adjudication hearing　A hearing held to determine whether the chld committed the offense of which he or she is accused.

adolescent-limited offenders　Juveniles whose law-breaking behavior is restricted to their teenage years.

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B

Baker v. Owen　Juveniles whose law-breaking behavior is restricted to their teenage years.

adolescent-limited offenders　behavior modification breaking behavior is restricted to their teenage years.

bond　A status that is earned.

booking　A hearing held to determine whether the chld committed the offense of which he or she is accused.

boot camps　Juveniles whose law-breaking behavior is restricted to their teenage years.

Baker v. Owen　Juveniles whose law-breaking behavior is restricted to their teenage years.

bond　A status that is earned.

booking　A hearing held to determine whether the chld committed the offense of which he or she is accused.

boot camps　Juveniles whose law-breaking behavior is restricted to their teenage years.

C

Child Savers　A status that is earned.

adjudication hearing　A hearing held to determine whether the chld committed the offense of which he or she is accused.

adolescent-limited offenders　Juveniles whose law-breaking behavior is restricted to their teenage years.

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ecr_tt

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ecr_ha

PHOTO CREDITS

Chapter One

P. 5 (Figure 1-1), Data from Center for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics, System unpublished data. 1997. Healthy people 2010: Understanding and improving health, January 2000; p. 6 (Box 1-1), Data from Centers for Disease Control and Prevention, Data from Yankelovich Monitor 1997, as reported in What is success? USA Today 1998 Jan 19:1A.

ecr_hb
ecr_lu

Chapter Two

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