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REVIEW; NOTES; CHAPTER 2 Constructing Classroom Curriculum; DEFINING THE CURRICULUM; THE FORMAL CURRICULUM; THE DELIVERED CURRICULUM; THE LEARNED CURRICULUM; THE HIDDEN CURRICULUM; NULL CURRICULUM
 WHAT SHOULD STUDENTS LEARN? A HIERARCHY OF CURRICULUM INFLUENCE; NATIONAL STANDARDS; STATE STANDARDS AND THE COMMON CORE STATE STANDARDS; PRACTICAL SUGGESTIONS FOR DETERMINING CLASSROOM CURRICULUM; ASKING THE IMPORTANT QUESTIONS; SEEKING ADVICE FROM EXPERIENCED TEACHERS; WRITING GOALS; DETERMINING THE ROLE OF AVAILABLE MATERIALS; CHAPTER REVIEW; NOTES; CHAPTER 3 Preparing Learning Targets and Assessing Student Learning; PURPOSE OF LEARNING TARGETS; LONG- AND SHORT-TERM TARGETS; DOMAINS OF LEARNING
 CONTENT, SKILLS, AND SOCIAL INTERACTIONS: A DIFFERENT APPROACH FOR THINKING ABOUT LEARNING TARGETS
 FOUR ELEMENTS OF A TARGET: THE ABCD OF TARGET WRITING; THE ROLE OF TARGETS IN DAILY LESSON PLANS; INTRODUCTION TO ASSESSMENT; DIAGNOSTIC, FORMATIVE, AND SUMMATIVE ASSESSMENT; THREE ADDITIONAL IMPORTANT ASSESSMENT TERMS; CHAPTER REVIEW; NOTES; CHAPTER 4 Long- and Short-Range Planning; YEAR-LONG SCOPE AND SEQUENCE; FOUR COMMONPLACES IN SCHOOL; DIFFERENTIATION AND PLANNING; THE UNIT PLAN; THE LESSON PLAN; THE IMPORTANCE OF REFLECTION WHEN PLANNING; CHAPTER REVIEW; NOTES
 PART 2 Instructional Strategies
 CHAPTER 5 Lecture/Interactive Presentation; OVERVIEW; DESCRIPTION OF LECTURE AND RESEARCH FINDINGS; STEP-BY-STEP PROCEDURES FOR PLANNING AND IMPLEMENTING LECTURE; LOGISTICAL CONCERNS, INCLUDING BENEFITS AND OBSTACLES; CLASSROOM MANAGEMENT AND MOTIVATION; APPROPRIATE ASSESSMENT TECHNIQUES TO USE WITH LECTURE; ENHANCING STUDENT LEARNING WITH TECHNOLOGY; MAKING A LESSON MORE MEANINGFUL FOR ELLs; GUIDELINES FOR DECIDING IF A LECTURE IS APPROPRIATE FOR THE CONTENT OF A LESSON; A NOTE ABOUT PRESENTATIONS FROM GUEST SPEAKERS AND STORYTELLERS; CHAPTER REVIEW; NOTE
 CHAPTER 6 QUESTIONING

Sommario/riassunto

Instructional Strategies for Middle and High School is an accessible, practical, and engaging methods textbook that introduces pre-service teachers to various instructional strategies and helps them to decide how and when to use these methods in the classroom. Classrooms are comprised of diverse learners, and aspiring teachers will face complex decisions about the assessment of student learning and classroom management. Veteran teacher educators Bruce Larson and Timothy Keiper offer practical suggestions for ways to integrate effective classroom management and valid assessment tech
