

**SPRING 2007  
EED 461 CURRICULUM AND INSTRUCTION II  
THREE CREDIT HOURS**

**INSTRUCTOR:** Ms. C. Rhodes-Nelson  
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**MEETING TIME:** 11:00 – 12:30 Tuesday and Thursday  
234 Bozeman Education Building

**COURSE DESCRIPTION:**

Curriculum, instructional processes, learning environments and the professional responsibilities of teachers for linking knowledge of subject fields, pedagogy, classroom management and insights will be the thrust of this course. It will focus on fourth, fifth, and sixth grade curriculum and will also include three major components: Goal, setting, content, and methodology. Candidates are required spend twenty scheduled hours during the semester in a fourth, fifth or sixth grade classroom. They will plan, design, and implement activities. Videotaping of activities/lessons, demonstrations, and classroom simulations will be required.

**RATIONALE**

Prospective teachers will –

- Plan appropriate instruction in the statutory subjects
- Match instructional goals with appropriate instructional processes
- Create learning materials and environments for differentiating instruction
- Demonstrate through lesson planning, sensitivity to the diverse needs and interests of students
- Demonstrate professional relationships through group problem solving, reflectiveness, and responsible actions.

**TEXT:** Lemlech, Johanna, Curriculum and Instructional Methods for the Elementary and Middle School, 6<sup>th</sup> ed. Columbus, Ohio: Merrill Prentice Hall Publishing, 2006.

**PRIMARY METHOD OF INSTRUCTION:**

The course format will consist of lecture, discussion, and demonstration.

**COURSE OUTLINE**

**#1 What societal problems affect schools, teachers, and the curriculum?**

**Problems and Challenges  
Setting Standards; Planning Lessons; Teacher Behavior and  
Student Behavior  
Course Objectives; Course Assignments**

Read: Chapters 1, 2

**#2 What are the purposes of Schools?**

**Functions of Schools as a Social Institution  
Group work and Socialization; Professional Teaching Standards  
Portfolio Assignment**

Read: Chapter 3

**#3 In what ways are students alike and different?**

**Social Factors Affecting Learning; Constructivist Learning Theory; Multiple  
Intelligences, Differentiating Instruction; Observation Skills; Maintaining  
Students' Attention**

Read: Chapter 4

**#4 What decisions do teachers make that influence what students learn?**

**Classroom Management: Planning, organization Skills, Grouping,  
Scheduling; Discipline**

Read: Chapter 5

- #5 How do teachers match instructional goals and instructional strategies?**  
Motivation; Interaction of Learning Environment and Teacher Behavior;  
Balancing Goals and Instruction; Expository Teaching Models; Discussion Skills

Read: Chapter 6  
QUIZ: CHAPTER 3

- #6 How can teachers help students inquire and problem solve?**  
Inquiry versus Discovery, Constructivism, Student Research  
Group Investigation and Classroom Management; concept Attainment  
Teaching Models

Read: Chapter 7

- #7 How do you plan an integrative, interdisciplinary teaching unit?**  
Planning and Flexibility to respond to students' needs and interests;  
Thematic Units; Scope, Sequence, Webbing

Read: Chapter 8  
QUIZ: CHAPTER 6

- #8 How does assessment inform instruction?**  
Performance assessment; Pro and Con of Standardized Testing; Testing  
Issues; Review of Students Motivation; Conferences with Students and  
Parents

Read: Chapter 9

- #9 Language Arts is considered the most significant subject field, but how do you emphasize the language arts without slighting other subject fields?**  
Language Arts Components; Integrative Teaching Examples; Variety of  
Teaching Methods; Teaching limited English Speakers

Read: Chapter 10  
MID-SEMESTER EXAM

- #10 Why is social studies considered responsible for teaching citizenship skills?**  
Social Science Disciplines; Review Grouping Procedures; Social Studies  
Themes for Unit Teaching; Use of Primary and Secondary Documents;  
Historical Thinking; Room Environment and Artifacts; Variety of Teaching  
Strategies

Read: Chapter 11

- #11 Why are American students behind other nations' students in mathematics?**  
Conceptual versus Procedural Teaching; Problem Solving and  
Fundamentals; Use of Manipulatives and Variety of Teaching Techniques;  
National Standards in Mathematics

Read: Chapter 12

- #12 How should teachers develop students' scientific literacy?**  
Gender differences in science and mathematics: Are they for real?  
Science Concepts and Themes for Unit Teaching; Variety of Teaching  
Methods  
Demonstrations and Experimentations; National Standards

Read: Chapters 13 and 14

QUIZ: CHAPTER 11

- #13 Why are physical and health education important to teach?**  
Review Students Developmental Needs and Classroom Management;  
Interdisciplinary Teaching of Health and Other Subject Fields; Teaching  
Units in Physical Education and Health Education; Child Abuse

- #14 Why is a comprehensive Arts program necessary?**

Creative Arts Components; National Standards; Integration of the Arts with Other Subject Fields; Using the Internet for the Arts; Equipment and Resources

Read: Chapter 15

- #15 How does collegial behavior contribute to professional success?  
Professional Associations; School Culture; Teacher Responsibilities; Legal Issues; Portfolio Review  
FINAL EXAM FOR SENIORS

FINAL EXAM

#### COURSE ASSIGNMENTS:

1. Develop a professional portfolio to exhibit classroom and observation accomplishments. Use one (1) portfolio assignment at the end of chapters 2, 4, 6, 8, 11, and 15.
2. Design a thematic unit using language arts, science or social studies as the core content. The unit should be planned for a four-week period
3. Develop a Teacher's Box with the attached list of supplies. Date: March 20, 2007
4. Design an interactive bulletin board for grades four, five, or six. ([Group Assignment](#))
5. Develop a Classroom Management Chart for grades four, five, or six.
6. Demonstrate three lessons in the subject fields from your thematic unit using Virginia Standards of Learning, National Standards, and INTASC Standards.
7. Identify Howard Gardner's Multiple Intelligences and incorporate them into the lesson plans.
8. [Submit weekly D'Nealian cursive handwriting samples.](#)
9. Submit the titles and a summary of the reading programs in the Hampton Roads area (6).
10. Design a unique book report that could be used in the fourth through sixth grade classroom.

#### RELATED UNIVERSITY- WIDE AND COURSE SPECIFIC REQUIREMENTS

1. This course adheres to the university policy regarding student attendance. Please refer to the student handbook.
2. Observation is required of all students. Your site is secured through the Center for Professional Development.
3. Assignments must be submitted on their due date.
4. Students must participate in all class activities.
5. Students must take all quizzes and exams on their scheduled dates. Make up exams will not be administered without documentation from the Dean of Students.
6. Students must have a copy of the Virginia Standards of Learning.
7. students must have the ability to comprehend and analyze written information.

#### GRADING STANDARDS

Elementary Education Program (undergraduate)

**Grading System**

**Letter grades are assigned to indicate the academic achievement of the candidates.**

**Grades for all Elementary**

**Education Courses are determined by the instructor based on the following:**

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-85	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	84-80	Good performance on some of the course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Average performance in participation, initiative and creativity.
2.30	C+	79-78	Average performance on all course activities and examinations according to rubrics and test scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. Some performance in participation, initiative and creativity.
2.00	C	77-75	Average performance on most course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills.
1.70	C-	74-70	Average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <b><i>Requires repeating the course.</i></b>
1.30	D+	69-68	Below average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <b><i>Requires repeating the course.</i></b>
1.00	D	67-65	Below average on most course activities and examinations according to rubrics and tests scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <b><i>Requires repeating the course.</i></b>
0.70	D-	64-60	Below average on all course activities and examinations according to rubrics and test scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <b><i>Requires repeating the course.</i></b>
0.00	F	59 and below	Failed performance on course activities and examinations according to rubrics and test scores. Failed performance of knowledge skills and dispositions. <b><i>Requires repeating the course.</i></b>

**EVALUATION**

**Rubrics will be used to grade:**

- Classroom management chart 5%
- Handwriting 5%
- Thematic unit 20%
- Interactive bulletin board 5%
- Lesson plans 15%
  - Demonstration
  - Content
- Reading programs 5%

Teacher's Box	5%
Portfolio	10%
Three quizzes	15%
Midterm	10%
Final exam	5%

### **GRADING STANDARDS**

Elementary Education Program (undergraduate)

#### **Grading System**

Letter grades are assigned to indicate the academic achievement of the candidates.

#### **Grades for all Elementary**

Education Courses are determined by the instructor based on the following:

### **ACADEMIC INTEGRITY STANDARDS**

- Honesty is expected in all areas of your work.
- Plagiarism can lead to dismissal from this class.
- Documentation is required when using the work of others.

### **AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT**

### **UNIVERSITY ASSESSMENT STATEMENT**

Handwriting Assignment Sheet  
EED 461 Curriculum and Instruction II

1. Candidates must use D'Nealian manuscript and cursive lettering for all handwritten assignments.

## Italicized Handwriting

### D'Nealian Handwriting

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

These are all of the letters in the DN Manuscript font.

A B C D E F G H I J K L M N O P  
Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

### Zaner Bloser<sup>®</sup> Handwriting

The number one selling handwriting program in America. Based on the Palmer method with numerous improvements and enhancements. Zaner Bloser currently offers both their old style (traditional) alphabet, and a new, more contemporary version (simplified). More information on Zaner Bloser handwriting can be found at: <http://www.zaner-bloser.com>

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Candidates must write two handwriting samples per week (26 samples). Select the names of animals, states, flowers, persons, cities, trees, continents, planets, and etc. Use elementary tablet paper or wide ruled notebook paper.
3. Thirteen of the handwriting samples are due at midterm.
4. During observation and participation, collect four samples each of manuscript and cursive handwriting of children in your class.
5. All handwriting assignments will be graded based on the handwriting rubric.

Handwriting Rubric  
EED 461 Curriculum and Instruction II  
D'Nealian Manuscript and Cursive Handwriting  
Name \_\_\_\_\_  
Date \_\_\_\_\_  
Assignment # \_\_\_\_\_

	Target 5	Acceptable 3	Unacceptable 1	Score
Formation of letters	<ul style="list-style-type: none"> <li>• All letters are formed according to the D'Nealian Chart.</li> <li>• All letters connect to proper lines or spaces</li> <li>• Erasures not evident</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are formed according to the D'Nealian Chart.</li> <li>• Most letters are connected to the proper lines or spaces</li> <li>• One erasure is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are not formed according to the D'Nealian Chart.</li> <li>• Most letters are not connected to the proper lines or spaces</li> <li>• Two or more erasures are evident</li> </ul>	
Spacing of letters and words	<ul style="list-style-type: none"> <li>• Words are all evenly spaced</li> <li>• All letters are evenly spaced within a word</li> <li>• There is no crowding of words on a line</li> </ul>	<ul style="list-style-type: none"> <li>• Most words are evenly spaced</li> <li>• Most letters are evenly spaced within a word</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Most words are not evenly spaced</li> <li>• Most letters are not evenly spaced within a word</li> <li>•</li> </ul>	
Connection to the bottom line	<ul style="list-style-type: none"> <li>• All letters are touching the bottom line if necessary</li> <li>• The letter t is not touching the top line</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are touching the bottom line if necessary</li> <li>• The letter t is not touching the top line</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are not touching the bottom line if necessary</li> <li>• The letter t is touching the top line</li> </ul>	
Slant of the letters	<ul style="list-style-type: none"> <li>• All letters are properly slanted /</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are properly slanted /</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are not properly slanted /</li> </ul>	
Connection of the letters	<ul style="list-style-type: none"> <li>• In cursive handwriting, all letters are properly connected</li> </ul>	<ul style="list-style-type: none"> <li>• In cursive handwriting, most letters are properly connected</li> </ul>	<ul style="list-style-type: none"> <li>• In cursive handwriting, the letters are not properly connected</li> </ul>	

Ratings:

5: Target Performance

3: Acceptable Performance

1: Unacceptable Performance

25 = A

24-23 = A-

22-21 = B+

20-19 = B

18-17 = B-

16-15 = C+

14-13 = C

Reading Programs for Hampton Roads

EED 461 Curriculum and Instruction II

Student Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Submit the title and a summary of each reading program in the Hampton Roads area (6). Select the reading program from grades 4, 5, or 6.

Title:

Grade level:

Amount of time taught each day:

Publishing company:

Date of Publication:

Accompanying materials:

City in which the program is taught:

Describe the reading program:

- a. small group
- b. whole class
- c. independent work
- d. diversity within the text
- e. themes within the text
- f. glossary within the text
- g. assessment

Where did you find your material for this project? How effective was this project in your learning about the actual teaching materials in the Hampton Roads schools? Could you see the correlation between what is taught to the students and what you are learning?

Reading Programs of Hampton Roads Rubric

EED 461 Curriculum and Instruction II

Name \_\_\_\_\_

Date \_\_\_\_\_

Assignment # \_\_\_\_\_

	Target 5	Acceptable 3	Unacceptable 1	Score
Title, grade level, publishing company, and date of publication	<ul style="list-style-type: none"><li>• All letters are formed according to the D'Nealian Chart.</li></ul>	<ul style="list-style-type: none"><li>• Most letters are formed according to the D'Nealian</li></ul>	<ul style="list-style-type: none"><li>• Most letters are <b>not</b> formed according to the D'Nealian Chart.</li></ul>	

	<ul style="list-style-type: none"> <li>• All letters connect to proper lines or spaces</li> <li>• Erasures not evident</li> </ul>	<p>Chart.</p> <ul style="list-style-type: none"> <li>• Most letters are connected to the proper lines or spaces</li> <li>• One erasure is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are not connected to the proper lines or spaces</li> <li>• Two or more erasures are evident</li> </ul>	
Amount of time taught each day and accompanying materials	<ul style="list-style-type: none"> <li>• Words are all evenly spaced</li> <li>• All letters are evenly spaced within a word</li> <li>• There is no crowding of words on a line</li> </ul>	<ul style="list-style-type: none"> <li>• Most words are evenly spaced</li> <li>• Most letters are evenly spaced within a word</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Most words are not evenly spaced</li> <li>• Most letters are not evenly spaced within a word</li> <li>•</li> </ul>	
City in which the reading program is taught	<ul style="list-style-type: none"> <li>• All letters are touching the bottom line if necessary</li> <li>• The letter t is not touching the top line</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are touching the bottom line if necessary</li> <li>• The letter t is not touching the top line</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are not touching the bottom line if necessary</li> <li>• The letter t is touching the top line</li> </ul>	
Description of the reading program: Small group, whole class, independent work, diversity within the text, themes within the text, glossary within the text, and assessment	<ul style="list-style-type: none"> <li>• All letters are properly slanted /</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are properly slanted /</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are not properly slanted /</li> </ul>	
Where did you find the material for this project? How effective was this project in your learning about the actual teaching materials in the Hampton Roads schools? Could you see the correlation between what is taught to the students and what you are learning? Were you able to see the reading program in use?	<ul style="list-style-type: none"> <li>• In cursive handwriting, all letters are properly connected</li> </ul>	<ul style="list-style-type: none"> <li>• In cursive handwriting, most letters are properly connected</li> </ul>	<ul style="list-style-type: none"> <li>• In cursive handwriting, the letters are not properly connected</li> </ul>	

Ratings:

5: Target Performance

3: Acceptable Performance

1: Unacceptable Performance

25 = A    24-23 = A-    22-21 = B+    20-19 = B    18-17 = B-    16-15 = C+    14-13 = C

Reading Programs for Hampton Roads

EED 461 Curriculum and Instruction II

Name \_\_\_\_\_

Date \_\_\_\_\_

	Norfolk	Chesapeake	Virginia Beach	Portsmouth	Suffolk	Hampton	Newport News
Title							
Grade							
Publisher							
Date of Publication							
Names of							

accompanying materials							
Time taught each day							
Reading programs contain the following: - small group - whole class - independent - diversity - themes - glossary - assessment							
Where did you find your material for this project? How effective was this project in your learning about the actual teaching materials in the Hampton Roads schools? Could you see the correlation between what is taught to the students and what you are learning?							

EED 461 Curriculum and instruction  
Classroom Management Chart  
Student assignment sheet

1. Write a two paragraph paper distinguishing between classroom management and classroom discipline. Reference your source from chapter three in your textbook. **Attach the paper to the back of the chart paper or poster board.**
2. Use three to five **rules** on your chart.
3. Use no more than three colors on your chart.
4. State the grade level on the **back** of the chart.
5. Use chart paper or poster board for your class rules.
6. Letters must be at least **1 ½** inches tall.

Assessment #3

**Sample Lesson Plan Format: Science, Language Arts, Mathematics, Social Studies, Health, Physical Education, and The Arts (List the appropriate content area.)**

## **EED 461 Curriculum and Instruction II**

**Name:**

**Date:**

**Topic/Title:**

**Grade:**

**SOL#:** Use the appropriate state standard that will be measured in the objective. National Standard # (if appropriate)

**Objectives:** Determine what you want your students to know or do. Align with state and national standards.

**Materials:** List all materials needed. (e.g.): paper, books, manipulatives, technology, videos, posters, scissors, tape, resources (candidate and students), adaptive materials and handouts.

**Procedures:**

**Motivation:** Describe briefly how you will begin the lesson. How will you get the students involved? Include questions that you might ask. Are you going to use props to introduce the context of the lesson? Are you taking into consideration the learning styles of your students?

**Instruction:** What concepts will you explain to the students? What directions will you give to the students? Give a step-by-step description of what you will be doing and what the students will be doing. List the questions you will ask the students. List the end product that you expect your students to complete. Incorporate differentiated teaching or adaptations in the instruction to meet the needs of all students. Did you include work for those students who might finish early? Describe how you will bring the lesson to a close. What questions will you ask to determine if the lesson was a success?

**Communication:** Did you use strong verbal skills when teaching the lesson? Did you use open-ended questions? Are your plans well written and easy to follow?

**Assessment /Evaluation:** What types of information will you collect to determine how well individual students achieved the objectives? Assessment can come from classroom observation, written work (individual or group), oral questioning, problem solving, formal and/or informal assessment, and homework. What modifications were made for diversity within the class?

**Self Reflection:** Write a reflection on the effectiveness of the lesson.

**Lesson Plan Rubric: Science, Language Arts, Mathematics, Social Studies, Health, Physical Education, and The Arts (Circle the appropriate content area.)**

EED 461

Name \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

Subject \_\_\_\_\_

	Target 5	Acceptable 3	Unacceptable 1	VALUE
<b>OBJECTIVES</b>	Clearly measurable objectives, Clearly stated objectives, Obtainable objectives, VA Standards (SOL), and appropriate National Standard(s) referenced.	Measurable objectives, National Standard(s) referenced, and stated VA SOL.	Objective(s) and VA SOL unclear.	
<b>MATERIALS</b>	Variety of materials, adequacy of materials, hands-on materials (where appropriate), and resources.	Some materials and resources are listed.	Inadequate materials and no resources listed	
<b>DEVELOPMENT</b>	Motivation/anticipatory set are clearly stated and content related, technology used, and content knowledge is supported.	Motivation adequate and technology is used.	Lack motivation and Technology.	
<b>COMMUNICATION</b>	Strong voice control, strong verbal skills, creativity, open-ended questions, and no grammatical errors.	Good voice control, Adequate verbal skills, knowledgeable questioning skills, and 1-2 grammatical errors.	Intonation weak, inadequate verbal skills, weak questioning skills, inadequate knowledge base, and 3-4 grammatical errors.	
<b>ASSESSMENT AND EVALUATION</b>	Adequate multiple assessment tools: oral questioning, group projects, written reports (reflection), and quiz.	Some multiple assessment tools: oral questioning, and written report (reflection).	Assessment tools are not appropriate for the lesson.	

Ratings:

**5: Target Performance:**

**3: Acceptable Performance:**

**1: Unacceptable Performance:**

Grading Scale: 25=A    24-23 = A-    22- 21= B+    20-19 = B    18-17 =B-    16-15 =C+

Comments:

EED 461 Curriculum and instruction  
 Classroom Management Chart Rubric  
 Name \_\_\_\_\_  
 Date \_\_\_\_\_

	Target 5	Acceptable 3	Unacceptable 1	Score
Formation of letters	<ul style="list-style-type: none"> <li>• All letters are formed according to the D'Nealian Chart.</li> <li>• Or All letters are formed according to the Zaner Bloser chart.</li> <li>• All letters are from the same chart or style</li> <li>• All letters connect to proper lines or spaces</li> <li>• Erasures not evident</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are formed according to the D'Nealian Chart.</li> <li>• Most letters are formed according to the Zaner Bloser Chart.</li> <li>• There is a mixture of letter styles (1 letter)</li> <li>• Most letters are connected to the proper lines or spaces</li> <li>• One erasure is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are not formed according to the D'Nealian Chart.</li> <li>• Most letters are not formed according to the Zaner Bloser Chart.</li> <li>• There is a mixture of letter styles (2 or more letters)</li> <li>• Most letters are not connected to the proper lines or spaces</li> <li>• Two or more erasures are evident</li> </ul>	
Spacing of letters and words	<ul style="list-style-type: none"> <li>• Words are all evenly spaced</li> <li>• All letters are evenly spaced within a word</li> <li>• There is no crowding of words on a line</li> </ul>	<ul style="list-style-type: none"> <li>• Most words are evenly spaced</li> <li>• Most letters are evenly spaced within a word</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Most words are not evenly spaced</li> <li>• Most letters are not evenly spaced within a word</li> <li>•</li> </ul>	
Connection to the bottom line	<ul style="list-style-type: none"> <li>• All letters are touching the bottom line if necessary</li> <li>• The letter t is not touching the top line</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are touching the bottom line if necessary</li> <li>• The letter t is not touching the top line</li> </ul>	<ul style="list-style-type: none"> <li>• Most letters are not touching the bottom line if necessary</li> <li>• The letter t is touching the top line</li> </ul>	
Slant of the letters	<ul style="list-style-type: none"> <li>• All D'Nealian letters are properly slanted /</li> <li>• All Zaner Bloser letters are made with straight line and circles</li> </ul>	<ul style="list-style-type: none"> <li>• Most D'Nealian letters are properly slanted /</li> <li>• Most Zaner Bloser letters are made with straight line and circles</li> </ul>	<ul style="list-style-type: none"> <li>• Most D'Nealian letters are not properly slanted / (three or more)</li> <li>• Most Zaner Bloser letters are not made with straight</li> </ul>	

			line and circles ( <b>three or more</b> )	
<b>Connection of the letters</b>	<ul style="list-style-type: none"> <li>In cursive handwriting, <b>all</b> letters are properly connected</li> </ul>	<ul style="list-style-type: none"> <li>In cursive handwriting, <b>most</b> letters are properly connected</li> </ul>	<ul style="list-style-type: none"> <li>In cursive handwriting, the letters <b>are not</b> properly connected</li> </ul>	
<b>Content of Management Chart</b> Use three to five <b>rules</b> on your chart. ----- Use no more than three colors on your chart. ----- State the grade level on the <b>back</b> of the chart. ----- Use chart paper or poster board for your class rules. ----- Letters must be at least 1 ½ inches tall.	<ul style="list-style-type: none"> <li>Used three to five concise rules.</li> <li>Used no more than three colors.</li> <li>Grade level stated on the back of the chart.</li> <li>Chart paper or poster board was used.</li> <li>Letters were at least 1 ½ inches tall.</li> </ul>	<ul style="list-style-type: none"> <li>Used three to five rules.</li> <li>Used no more than three colors.</li> <li>Grade level stated on the back of the chart.</li> <li>Chart paper or poster board was used.</li> <li>Letters were at least 1 ½ inches tall.</li> </ul>	<ul style="list-style-type: none"> <li>Used <b>more</b> than five rules.</li> <li>Used <b>more</b> than three colors.</li> <li>Grade level <b>not</b> stated on the back of the chart.</li> <li>Chart paper or poster board was <b>not</b> used.</li> <li>Letters were <b>not</b> at least 1 ½ inches Tall.</li> </ul>	
<b>Management paper attached.</b>	<ul style="list-style-type: none"> <li>Two <b>well written and documented</b> paragraphs explaining the difference between management and discipline were attached.</li> </ul>	<ul style="list-style-type: none"> <li>Two paragraphs explaining the difference between management and discipline were attached. <b>(two grammar errors)</b></li> </ul>	<ul style="list-style-type: none"> <li>Two paragraphs explaining the difference between management and discipline were <b>not</b> attached. <b>OR</b> Two paragraphs explaining the difference between management and discipline were attached, but <b>contained more than four grammatical errors.</b></li> </ul>	

**Ratings:**

5: Target Performance

3: Acceptable Performance

1: Unacceptable Performance

35 = A

34-33 = A-

32-31 = B+

30-29 = B

28-27 = B-

26-25 = C+

24-23 = C

## HANDOUT

### Teacher's Box Supply list EED 461 Curriculum and Instruction II

- A. **Teacher's Box:**  
Use a sturdy box with a lid and handle. Place the following items in the box: stapler, scissors, 12 inch ruler, multicolored construction paper, wide ruled paper, glue, hole puncher, #2 pencils, colored pencils, magic markers, paperclips, thumbtacks, chalk, erasers, white board supplies, disposable gloves, hand sanitizer, rubber bands, crayons, ballpoint pens, and note cards.
- B. **Interactive Bulletin Board- Group Project**
1. Content area
  2. Grade level
  3. Purpose
  4. Virginia Standards of Learning to be met
  5. National Standards to be met
  6. What are the students expected to learn from this bulletin board?
  7. Use a digital camera to take a picture of the bulletin board.