**Chapter 6 Instructional Materials and New Technologies**

**A.standardized vs individualized learning**

**-the United States has based programs on a series of assumptions that are antithesis of the middle school philosophy**

**examples:**

**-students are empty or unknowing and teachers are full and knowing**

**-the job of the teacher is to develop minimal knowledge in each student**

**-all students should possess the same minimal knowledge base to be considered educated**

**-the format of such knowledge is known to the teacher**

**-useful knowledge is gleaned from the past and present experiences of humans**

**-formal knowledge is to be mastered without deviation or disruption**

**-standardized learning environments, such as those that employ the book or the lecture, maximizes learning**

**-examinations can be sued to enforce standardization and achievement**

**B.developmental appropriateness**

**-all learners have developing as opposed to measurable abilities, and the task of schooling is to match the curriculum to the rate of student development, as opposed to matching the student with other students**

**-in true middle schools, there is no goal that all students will be alike or progress at a common pace or achieve at a similar level**

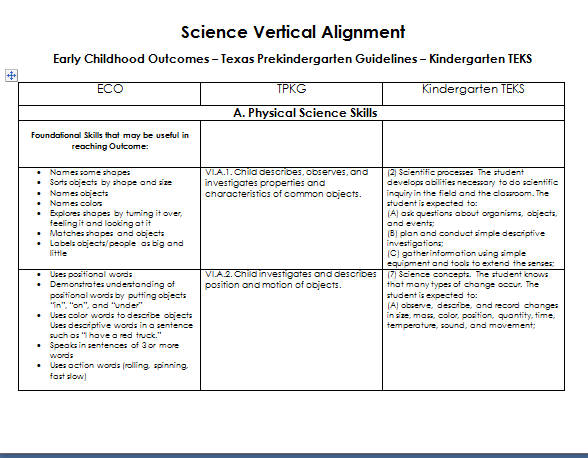
**-teachers are confronted with the widest range of growth and achievement found in a school ladder….for each year in school, a one-year range can be found so a sixth grader could have a six-year reading range**

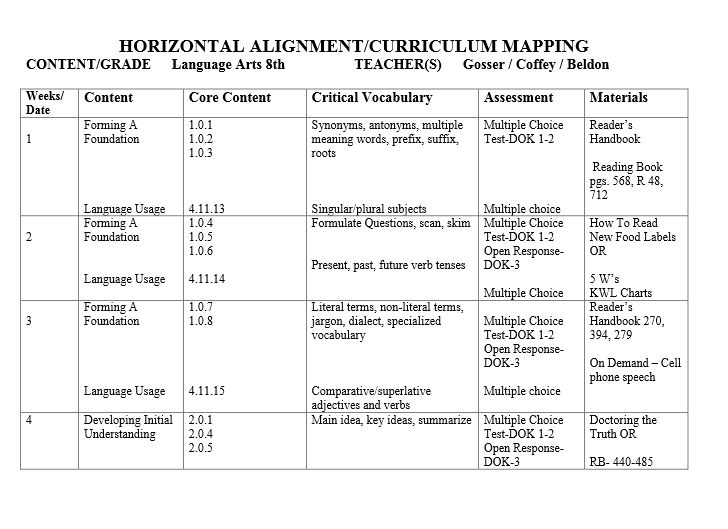
**-the first task of instruction for any middle school is to determine who is attending and what she or he has previously achieved (previous knowledge!)**

**C.curriculum mapping**

**-a great organizational tool and a way to keep track of information middle school kids are exposed to**

**-when a vertical alignment is completed for each subject, the subjects can then be coordinated better horizontally making it easy for major ideas or concepts and key skills to be identified**

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**Interdisciplinary Units**

**-thematic units that combine several subject areas, mix learning skills, and generally feature a student-interest theme for a title**

**-combining teachers in common planning and using blocks of time schedules, enables grouping and regrouping of students across subjects**