

Teaching English So It Matters

Creating Curriculum For and
With High School Students



Deborah Stern

Teaching English So It Matters Creating Curriculum For And With High School Students

Yu Ren Dong



Teaching English So It Matters Creating Curriculum For And With High School Students:

Teaching English So It Matters Deborah Stern, 1994-12-07 This is a clear presentation of the rationale and steps required by an English teacher to develop a thinking meaning centred curriculum The first part of the book studies the development of the co creative classroom in which the students participate in curriculum development Issues tackled include classroom management and assessment of student work The second part comprises individual units of instruction complete with daily lesson plans selected readings and student worksheets The volume will have a broad appeal to both teachers and high school students

Everyday Antiracism Mica Pollock, 2010-07-19 Which acts by educators are racist and which are antiracist How can an educator constructively discuss complex issues of race with students and colleagues In *Everyday Antiracism* leading educators deal with the most challenging questions about race in school offering invaluable and effective advice Contributors including Beverly Daniel Tatum Sonia Nieto and Pedro Noguera describe concrete ways to analyze classroom interactions that may or may not be racial deal with racial inequality and diversity and teach to high standards across racial lines Topics range from using racial incidents as teachable moments and responding to the n word to valuing students home worlds dealing daily with achievement gaps and helping parents fight ethnic and racial misconceptions about their children Questions following each essay prompt readers to examine and discuss everyday issues of race and opportunity in their own classrooms and schools For educators and parents determined to move beyond frustrations about race *Everyday Antiracism* is an essential tool

Resources in Education, 2001 **Jane Addams in the Classroom** David Schaafsma, 2014-10-15 Once intent on being good to people Jane Addams later dedicated herself to the idea of being good with people establishing mutually responsive and reciprocal relationships with those she served at Hull House The essays in *Jane Addams in the Classroom* explore how Addams s life work and philosophy provide invaluable lessons for teachers seeking connection with their students Balancing theoretical and practical considerations the collection examines Addams s emphasis on listening to and learning from those around her and encourages contemporary educators to connect with students through innovative projects and teaching methods In the first essays Addams scholars lay out how her narratives drew on experience history and story to explicate theories she intended as guides to practice Six teacher scholars then establish Addams s ongoing relevance by connecting her principles to exciting events in their own classrooms An examination of the Jane Addams Children s Book Award and a fictional essay on Addams s work and ideas round out the volume Accessible and wide ranging *Jane Addams in the Classroom* offers inspiration for educators while adding to the ongoing reconsideration of Addams s contributions to American thought Contributors include Todd DeStigter Lanette Grate Susan Griffith Lisa Junkin Jennifer Krikava Lisa Lee Petra Munro Bridget O Rourke David Schaafsma Beth Steffen Darren Tuggle Erin Vail and Ruth Vinz

A Simple Justice William Ayers, Michael Klonsky, Gabrielle H. Lyon, 2000-05 Written by major players in the small schools movement this collection of essays points to the ways school restructuring strategies connect to the ongoing pursuit of social justice The

editors bring together writers who are both educators and advocates for youth and who think changing schools can help change the world Building bridges to their fellow educators these essayists make powerful arguments in favour of smaller school size as an achievable reform goal

Learning from the Student's Perspective Alison Cook-Sather, Brandon Clarke, Daniel Condon, Kathleen Cushman, Helen Demetriou, Lois Easton, 2015-11-17 Much has been written about how to engage students in their learning but very little of it has issued from students themselves Compiled by one of the leading scholars in the field of student voice this sourcebook draws on the perspectives of secondary students in the United States England Canada and Australia as well as on the work of teachers researchers and teacher educators who have collaborated with a wide variety of students Highlighting student voices it features five chapters focused on student perspectives articulated in their own words regarding specific approaches to creating and maintaining a positive classroom environment and designing engaging lessons and on more general issues of respect and responsibility in the classroom To support educators in developing strategies for accessing and responding to student voices in their own classrooms the book provides detailed guidelines created by educational researchers for gathering and acting upon student perspectives To illustrate how these approaches work in practice the book includes stories of how pre service and in service teachers school leaders and teacher educators have made student voices and participation central to their classroom and school practices And finally addressing both practical and theoretical questions the book includes a chapter that outlines action steps for high school teachers school leaders and teacher educators and a chapter that offers a conceptual framework for thinking about and engaging in this work Bringing together in a single text student perspectives descriptions of successful efforts to access them in secondary education contexts concrete advice for practitioners and a theoretical framework for further exploration this sourcebook can be used to guide practice and support re imagining education in secondary schools of all kinds and the principles can be adapted for other educational contexts

Teaching English Language Learners in Secondary Subject Matter Classes Yu Ren Dong, 2019-08-01 This book is for secondary subject matter teachers and administrators who work with English language learners ELLs in subject matter classes It is also for college professors who prepare pre service teachers to work with those students The book brings together insights from linguistic socio cultural educational cognitive developmental perspectives of what it means for ELLs to learn both English and subject matter knowledge in English as a second language It delineates unique challenges that ELLs experience offers ELLs learning stories and suggests concrete strategies with classroom teaching examples across academic disciplines The 2nd edition broadens the scope of the 1st edition in several aspects Specifically it includes two chapters about secondary ELLs previous educational experiences in their home countries a chapter on subject matter lesson planning with ELLs in mind with teacher collaborative strategies and more principle based and field tested effective instructional and assessment strategies for working with ELLs

Handbook of Adolescent Literacy Research Leila Christenbury, Randy Bomer, Peter Smagorinsky, 2011-06-10 The first comprehensive

research handbook of its kind this volume showcases innovative approaches to understanding adolescent literacy learning in a variety of settings Distinguished contributors examine how well adolescents are served by current instructional practices and highlight ways to translate research findings more effectively into sound teaching and policymaking The book explores social and cultural factors in adolescents approach to communication and response to instruction and sections address literacy both in and out of schools including literacy expectations in the contemporary workplace Detailed attention is given to issues of diversity and individual differences among learners Winner Literacy Research Association s Fry Book Award

Building the English Classroom Bruce M. Penniman, 2009 Writing for English teachers who are overworked and overwhelmed Bruce Penniman offers personal reflections classroom anecdotes teaching materials and student work while presenting strategies for managing the demands of the secondary English classroom After nearly four decades in the classroom Bruce M Penniman knows what works and what doesn t when it comes to teaching English Penniman draws on his own experiences his successes of course but also the mistakes he s made and the misgivings he s had to offer guidance and support for managing the myriad demands of teaching secondary English From addressing the numerous subdisciplines within English to making individual accommodations from dealing with being the primary locus of literacy instruction in the school to everyday organizational strategies Penniman helps teachers find a way to impose order on what often seems like an overwhelming array of responsibilities Focusing on all aspects of building a successful English classroom Penniman offers unique and proven strategies on topics such as planning for the long term designing writing programs and literature curricula creating effective assessment systems implementing instructional strategies for writing literature media technology and basic skills examining the curriculum through the lens of multiculturalism attending to the needs of all students especially those who require accommodations and giving back to the profession pursuing a professional life outside the classroom

Research in Education , 1973

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