

Chapter 6: Contemporary Trends in Education

Learning Menu Assignment

You will design a “menu” of activities for each other to complete as a companion to Chapter 6.

The menu should consist of “Main Dishes”, “Side Dishes”, and “Desserts”.

- The Main Dish tasks need to be at the CREATE or EVALUATE level of Bloom’s Taxonomy.
- The Side Dish tasks need to be at the ANALYZE or APPLY level of Bloom’s Taxonomy.
- The Dessert Dish tasks need to be from the learning styles or 8 intelligences.

The outcomes (targets) have already been determined for you. Your job is to assign a product or artifact for the student to complete or create that gives the student an opportunity to show their understanding of the outcome.

You will then complete another student’s menu. You will need to complete 1 Main Dish, 2 Side Dishes, and 1 Dessert.

Product Ideas:

<http://www.teachthought.com/pedagogy/50-strategies-for-differentiated-instruction/>

<https://www.prodigygame.com/blog/differentiated-instruction-strategies-examples-download/>

<https://www.edutopia.org/discussion/18-teacher-tested-strategies-differentiated-instruction>

<http://cnweb.cn.edu/tedu/New%20Website%20Docs/DifferentiatedInstructionStrategiesKit.pdf>

Segment of the Chapter	Menu Area	Learning Outcomes
6-1	Main Dish	Explain why inclusion classrooms look no different from mainstream classrooms
6-2	Dessert	Analyze the ways in which students are labeled gifted and talented and how inclusion students may also be considered gifted or talented.
6-3	Main Dish	Examine how differentiated instruction meets the needs of all the students.
6-4	Side Dish	Evaluate the role of social and emotional learning for classroom teaching.
6-5	Side Dish	Compare problem and project based learning to each other and to the traditional class discussion. Relate this to the STEM education movement.
6-6	Dessert	Examine the effect of the Common Core State Standards on curriculum and instruction and standardized testing.
6-7	Dessert	Analyze the results of experimental school design, initially encouraged by the passage of No Child Left Behind (NCLB) Act in 2002.
6-8	Side Dish	Debate the need for middle schools in today’s school culture.
6-9	Main Dish	Examine the precautions that schools and teachers take to prevent violence in the classroom of the school.
6-10	Side Dish	Analyze the legislation ensuring students’ rights as part of the US public school system.

6-11 and 6-12	Dessert	Examine teachers' rights and their legal responsibilities as they perform their professional duties. Debate the merits of standardized testing and the ways that today's contemporary trends pose challenges to teachers.
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