AMLE
Unit Plan
Assessment 3

A. Description
The interdisciplinary unit plan measures the candidate’s ability to develop a unit of study that includes at least two core subject areas and one arts integration. This assessment is part of the Middle Grades, Middle School Organization and Curriculum (EDMG 415) course that is taken during the second semester, in conjunction with subject-specific methods courses.

Data for assessment 3 is collected twice a year.

B. Directions
Each candidate is to complete the assignment as part of the middle grades curriculum course. The unit, covering two core subject areas and an arts integration, must include the main theme, overall objective(s), timeline, and content standards for each of the subject areas the unit covers. In addition, the unit is designed to support candidate understanding of adolescent development as related to personal and societal goals. Analysis of the data should be completed with the completed unit and presentation that highlights daily lesson plans and connections between subject areas.

Interdisciplinary Unit Plan
In teams, candidates will create an interdisciplinary unit based on a concept and including at least two core subject areas and one related arts area. The design will include plans to address each of the basic interdisciplinary unit elements in Chapter 10 of the text. Examples will be available and a checklist/rubric will be used to assess the project.

Each unit will consist of the following:
Unit Overview: This is a description of the three-week unit, including the main theme, overall objective(s), timeline, and content standards for each of the subject areas the unit covers. Since this unit is “interdisciplinary” in nature, it must tie the main theme and objectives to at least two other subject areas. The rationale for study as well as the goal is clearly outlined showing the relevance to young adolescents and their personal and/or societal concerns. (AMLE 1a)
Consideration of Characteristics of Young Adolescent Learners: The unit provides strong evidence of adolescent personal concerns, needs, interests, and experiences with local and global issues. This also includes a specific and detailed description of the classroom learner/student profile. (AMLE 1b, 1c)
Literature Tie: This is an introduction to the piece of literature that will supplement the texts and unit. This section will provide the publishing information, author and illustrator bio, story synopsis, rationale for choosing this piece of literature, and summary of how and when it will be used throughout the unit.
Lesson Plans: This is a set of five sequential lesson plans. Groups will use template for lesson plans. Curriculum Goals/ Objectives: This part of the unit contains questions that are specifically linked to the daily assignments and projects. The unit/lesson goals and objectives should coincide with South Carolina/NMSA Standards.

Graphic Organizer: Unit contains a graphic organizer that demonstrates activities, resources, and connections among content and skill areas.
Diverse Instructional Strategies: The unit should include a variety of highly effective content teaching strategies to stimulate various activities that coincide with lesson plans, goals, and/or objectives. There are accommodations and/or modifications made for the two types of special education students (students with learning disabilities and gifted and talented).

Internet Link Integration: This is a description of two Internet sites that will be incorporated into the unit. Give the site addresses and a plan for when and how the sites will be used with students in order to supplement the instruction.

Formative Assessment: Formative assessment is documented (i.e. observations, measurements, portfolios, checklists, performance and learning based rubrics, etc.).

Summative Assessment: The unit contains summative assessments (i.e. valid writings, research, reading, etc.) to measure student success.

Thinking Extension: This is a description of a synthesis-level project that students will complete at the end of the unit. This student-based project will allow students to tie all of the information together into a creative, thinking project. This project must include a rubric for evaluating the student products.

Instructional Wall Space Tie-In: This is a description for how the instructional wall space designed earlier will be tied into the unit and used by students to supplement the instruction. Provide a plan for when and how students will interact with the wall space and how it will be used as a teaching tool.

Creative Expression: This is a set of plans that will provide instruction that emphasizes students’ creative expression. This section will describe how Art, Music, Dance, Health, etc. will be explored during the unit instruction.

Interdisciplinary Integrated Thematic Unit Presentation: Each group will plan a twenty-minute presentation that will take the audience on a journey through their interdisciplinary unit. The groups will guide the class through the daily lessons and help them explore the connections their unit makes to other subject areas. Each group will involve the audience in portions of the presentation in order to keep the audience focused. The presentation will introduce the Internet sites, the use of the instructional wall space, and the Thinking Extension Project.
C. Rubric for Assessment

The rubric used to assess the candidate is an addendum to the unit plan instrument that is used for the Unit. The following rubric for the AMLE middle school addendum is used to collect data on middle school candidates’ pedagogical and professional knowledge and skills for effects on student learning.

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<tr>
<th>Criteria</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
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<tr>
<td>Unit Overview: Rationale and relevance to adolescence (1a)</td>
<td>Middle level teacher candidates understand the importance of being knowledgeable about young adolescent development.</td>
<td>Middle level teacher candidates demonstrate their knowledge of the concepts, principles, theories and research about young adolescent development. They apply this knowledge in their practice.</td>
<td>Middle level teacher candidates understand and accurately interpret the concepts, principles, theories and research about young adolescent development. They use this knowledge to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding.</td>
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<td>Characteristics of Young Adolescent Learners (1b)</td>
<td>Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents.</td>
<td>Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents.</td>
<td>Middle level teacher candidates create and maintain safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments that celebrate and incorporate the diversity found within student populations.</td>
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<td>Characteristics of Young Adolescent Learners (1c)</td>
<td>Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions.</td>
<td>Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions.</td>
<td>Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies and making curricular decisions. They reflect on their decisions and revise their practice to enhance their teaching effectiveness and to increase student learning.</td>
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<td>Awareness (1d)</td>
<td>Middle level teacher candidates demonstrate awareness about the</td>
<td>Middle level teacher candidates articulate and apply their understanding of the</td>
<td>Middle level teacher candidates articulate and apply their understanding of school organizations and the</td>
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ways young adolescent development impacts school organizations and middle level programs and practices.

diversities of young adolescent development as they work successfully within middle level school organizations and engage in middle level programs and practices.

components of middle level programs and practices. They use this understanding to help ensure a successful schooling experience for all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They use reflection to improve their ability to be successful in middle level programs and practices in a variety of school organizational patterns.

**Subject Knowledge (2a)**

Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge.

Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.

Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They use this understanding to help ensure a successful schooling experience for all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They use reflection to improve their ability to be successful in middle level programs and practices in a variety of school organizational patterns.

**Content-specific teaching and assessment (2a)**

Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies.

Middle level teacher candidates demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach.

Middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students.

**Standards (2b)**

Middle level teacher candidates are aware of state, national, and common core standards for student learning.

Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They use this knowledge in their teaching for all young adolescents.

Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They deconstruct the standards to better understand their intent and their effects on all young adolescents.
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<tr>
<th>Curriculum (2c)</th>
<th>Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory.</th>
<th>Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory.</th>
<th>Middle level teacher candidates demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory. They select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents.</th>
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<td>Interdisciplinary nature of knowledge (2c)</td>
<td>Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge.</td>
<td>Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences.</td>
<td>Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences.</td>
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<td>Philosophical Foundations (3a)</td>
<td>Middle level teacher candidates recognize the importance of the philosophical and historical foundations of developmentally responsive middle level programs and schools.</td>
<td>Middle level teacher candidates demonstrate an understanding of the knowledge base underlying the philosophical and historical foundations of developmentally responsive middle level education. They understand that the implementation of successful programs, practices, and schools can occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12). They apply this knowledge in their practice.</td>
<td>Middle level teacher candidates advocate for and provide leadership in the authentic implementation of middle school programs and practices, understanding that these may occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12).</td>
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<td>Developmentally responsive practices (3b)</td>
<td>Middle level teacher candidates can describe developmentally responsive practices.</td>
<td>Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge to foster healthy adolescent development within their practice. They assess the effectiveness of middle level components within the school context and share that knowledge when appropriate.</td>
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<td>Content-specific teaching and assessment (4a)</td>
<td>Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies.</td>
<td>Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.</td>
<td>Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.</td>
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<td>Learning Experiences (4b)</td>
<td>Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents.</td>
<td>Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).</td>
<td>In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).</td>
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<tr>
<td>Assessment (4c)</td>
<td>Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.</td>
<td>Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).</td>
<td>Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).</td>
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<td>Motivation (4d)</td>
<td>Middle level teacher candidates understand the importance of motivating young adolescents.</td>
<td>Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media).</td>
<td>Middle level teacher candidates facilitate student learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources and contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction on student motivation and learning, and they adjust their teaching accordingly.</td>
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<td>Learning Environment (4d)</td>
<td>Middle level teacher candidates understand the importance of establishing a productive learning environment.</td>
<td>Middle level teacher candidates demonstrate their ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).</td>
<td>Middle level teacher candidates collaborate with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).</td>
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