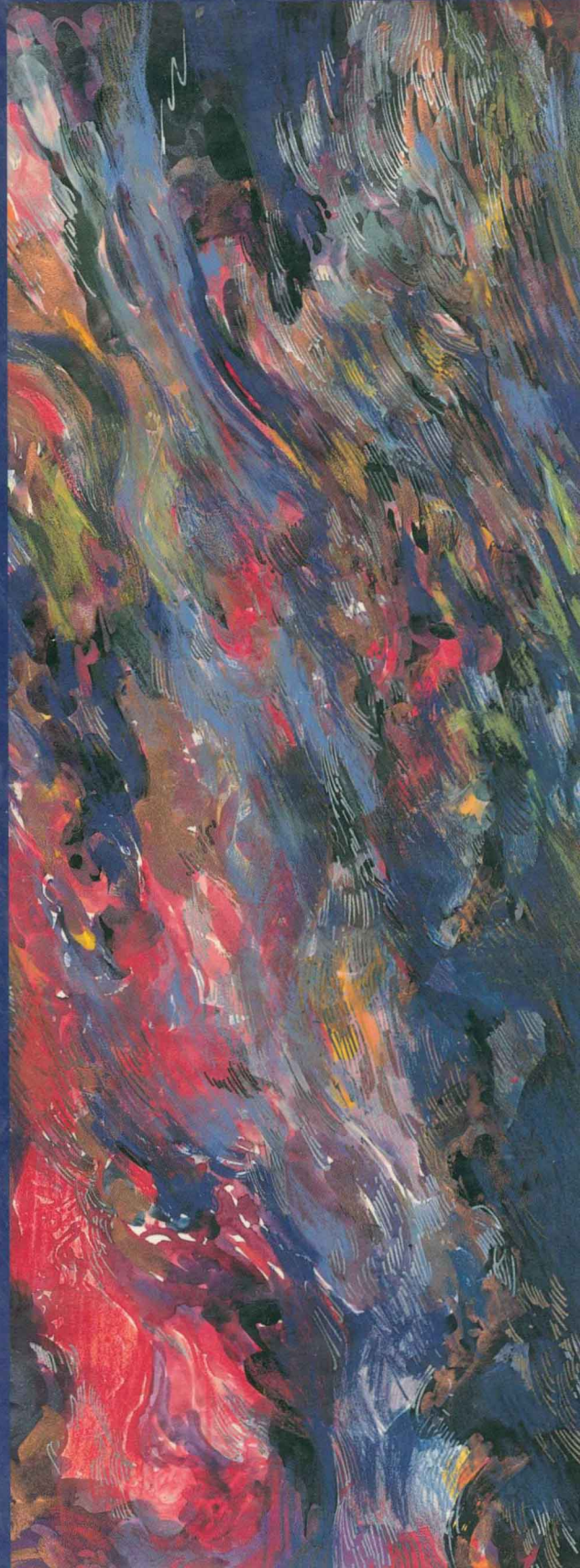


Curriculum and Instructional Methods for the Elementary and Middle School

Fourth Edition

Johanna K. Lemlech



Curriculum and Instructional Methods for the Elementary and Middle School

FOURTH EDITION

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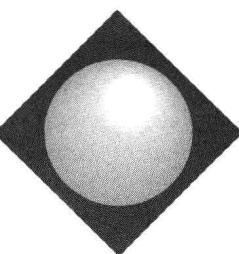
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FOURTH EDITION

**This book is dedicated to my
husband Bernard Lemlech
and
to the memory of my parents
Mollie and Henry Kasin, who
helped me realize that teachers
can improve society.**



Preface

Teaching in elementary and middle school classrooms is not what it used to be. It is *not* what you remember about your own early school experiences. Schools in the twenty-first century will respond to competition in the marketplace. By this I mean that changes will include the possible advent of vouchers, the charter school movement, specialized schools in the public school sector, and increasing numbers of private schools. Teachers will need to speak out, be more savvy about communicating their own expertise, and be more willing to explain about the curriculum, pedagogy, and the school environment.

As schools become less bureaucratic and teachers more involved in making the critical decisions that govern schools, the school will become more democratic and more of a learning and professional community. This will mean that teachers understand (and accept) the inherent responsibilities of leadership and professionalism. Teachers will take control not only of the curriculum, instructional processes, and student assessment, but also of their own professional growth.

Better understanding of how students learn and how to aid the learning process is changing the way schools look, and the ways that teachers teach. Constructivist learning necessitates that students are perceived as active partners in framing the learning process. New understandings about how we learn have emphasized that knowledge is individually constructed and reconstructed. Students need personal experiences (and need to use their prior experiences) to produce knowledge.

It is clear that the teacher's role has changed. No longer can teachers expect to be fountains of wisdom

and convey knowledge to passive students. Rote learning of skills and total reliance on the textbook are out of step with the information age, an interdisciplinary curriculum, and higher-order thinking.

As I write this introduction to the fourth edition, I realize that it is the changing roles of teachers that have influenced me most throughout the text. Teachers need to know about historical traditions in education (Chapters 2 and 3 of the text) in order to understand the purpose of democratic schools. Our diverse society and current social problems require teachers who take charge of schooling, respect diversity, understand how individuals learn, and know how to work collaboratively with colleagues (Chapters 1, 3, 5, and 18).

Constructivist teaching is emphasized throughout the text, but Part II focuses on the delivery of instruction. The emphasis is on student interaction, teaching as guiding (instead of disseminating), and teacher modeling inquiry and learning.

Though teachers do not pour knowledge into passive students, as teachers we need to know the curriculum (subject fields) and know how to integrate instruction, use time wisely, accept responsibility for meeting standards, and employ authentic measures of assessment. Assessment is discussed in Chapter 11, and Part III of the text provides a comprehensive introduction to each subject field.

The new teacher professional also recognizes that part of being a member of a learning community means carrying out a researcher's role. To improve instruction and to improve the quality of life in classrooms, teachers need to dialogue with colleagues and

take part in creating research studies. Finding out what students know and don't know, comparing and contrasting learning resources, and recognizing the effect of environments on learning signify other ways that teachers are taking control of their professional lives and the classrooms in which they work. Teacher research is highlighted in many of the chapters in this fourth edition and discussed in Chapter 18.

This text is for teachers in all phases of a professional career. It is intended as a reference and to raise critical questions about professional practice and provide dialogue about professional concerns. The text should be helpful to individuals in graduate and undergraduate studies, for preservice and inservice, and for those who study and plan curriculum and instructional processes.

NEW IN THIS EDITION

Several features of the fourth edition are different. Each chapter begins with a brief synopsis that serves as an advance organizer. Because the language of teaching has changed dramatically in the last several years, I have included also at the beginning of each chapter a section entitled Professional Lexicon. The terms in the lexicon correspond to the content of each chapter.

The chapter summaries in this edition have changed. Summary statements are grouped under headings that relate to the main ideas of the chapter. The summary statements are numbered and provide the key ideas included in the chapter.

This fourth edition continues the practice of using boxes to alert the reader to research findings and research applications. However, I have extended the boxes to include teaching hints, and also new to this edition are research citations from classroom teachers entitled *Teacher Research*.

Certain aspects of teaching are of particular importance to new teachers. Classroom management suggestions are emphasized throughout the text. Sections about *inclusion* are included in the curriculum chapters and the subject is fully discussed in Chapter 1. Integration of subject fields is discussed in Chapter 9 and applications are discussed in the curriculum chapters. Special emphasis on integration occurs in the chapter on the arts, Chapter 17.

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A special thank you to the many teachers and principals who provided me with opportunities to observe

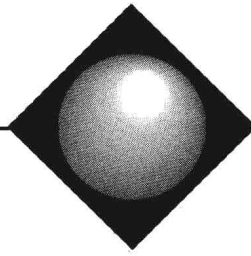
and participate in their classrooms with bright and interested students. I want to thank the principals, teachers, and students (and their parents) who gave permission for the picture-taking sessions. First let me compliment photographer Paula Goldman for her patience and outstanding photographs. The pictures and participants were from the following schools: Edison Elementary School, Glendale Unified School District (principal Joanna Junge and teachers Misa Dugally, Michelle Noble, Sonia Sogge, Kevin Reilly, Arda Derian, and very special thank you to Caitlin Rabanera, who coordinated the picture taking); Euclid Elementary School, Los Angeles Unified School District (teachers Geraldine Allen and Melanie Crawford); Brentwood Elementary School, Los Angeles Unified School District (teachers Lillian Walker and JoAnn Lopez); and Lincoln Middle School, Santa Monica Unified School District, (principal Ilene Straus and teachers Eileen Hiss, Bonnie Schwartz, and Kenneth Vander Veen).

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I am grateful for the assistance of many readers of prior editions who have sent comments and contributed ideas. I also need to thank many of my doctoral students and colleagues who have faithfully read this edition and contributed reflections, research, and insight.

Several colleagues painstakingly reviewed the text in its entirety and contributed very relevant and meaningful assistance. These individuals are Anita Baker, Baylor University; Adrianna H. Francis, Eastern Kentucky University; Maureen Gillette, College of St. Rose; Susan Hahn, Dominican College of San Rafael; William D. Smith, Monmouth College; and Patti Trietsch, Sul Ross State University.



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