

Copyright 2001
UNC-TV
PO Box 14900
Research Triangle Park, NC 27900-4900
Phone: 919 549-7000 * Fax 919 549-7201

UNC-TV hereby grants the user of this program guide permission to photocopy selections from this copyrighted publication for nonprofit and educational use subject to the following conditions: 1. Photocopies must include a statement that the material is copied from Models of Teaching © 2001 UNC-TV, and 2. Photocopies must include any other credit and/or copyright notice applicable to the material copied. Reproduction or storage in any form of electronic retrieval system for any commercial purpose is prohibited without the express, written permission of UNC-TV. All rights reserved. The information contained herein and in the videotapes is not designed to be exhaustive and is provided for convenience.

Executive Editor: J. M. Holloway, Jr.
Developers: Topics Education Group
Contributing Editors: Charles Coble, Karen Dyer, Deborah Holt, Gerald Ponder, Kathleen Ponder, and Richard Schramm
Outside Advisors: Nancy Gardner, Robert Avinger and Mary Pawlowski

Copies of the Models of Teaching Program Guide are available online in PDF and electronic formats at the UNC-TV website www.unctv.org under "Quick Links."

For questions, comments and programming requests, staff in our Customer Care department will be happy to assist you. Call them at: 1-888-292-7070. Or email Viewer Services, viewer@unctv.org

Models of Teaching was funded by a generous grant from the William R. Kenan Jr. Charitable Trust.



Program Two: Every Student’s Right: A Competent, Caring Teacher

Putting INTASC Principles Into Practice

Objective of Unit

Participants will discover the knowledge, skills and dispositions contained in the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, as well as ways to apply the Standards to teaching practice. Participants will particularly explore the relationship between INTASC Standards and learning experiences that are meaningful, effective and varied for all students.

Audience

This program was produced for pre-service teachers and educators. This unit is designed for both self-paced viewing and for facilitators.

Program Description

Each of the following video segments described is streamed on the Models of Teaching website at www.unctv.org:

Segment One: INTASC Standards 1-10

The host opens by asking, “What makes great teachers?” He says that there is, of course, no magic potion, but that people have studied what great teachers know about their subject and their profession, as well as what they do in the classroom. One set of standards to help guide teachers toward becoming great is that of the Interstate New Teacher Assessment and Support Consortium (INTASC). The video names the ten INTASC Standards (see Appendix 2.1).

Segment Two: INTASC Standards 2, 3, 5, 8-10

Next is a seasoned educator who exemplifies great teaching, James Garvin, a fifth grade teacher. He teaches all disciplines to his students with great success. He points out that he has helped other teachers try to translate theory into something meaningful for their unique classroom experiences.

Segment Three: INTASC Standards 1, 3, 4, 7-9

Ann Duffy, a teacher educator at the University of North Carolina at Greensboro,

reflects on the importance of INTASC in teaching her education students. While Duffy’s reference to the teacher-student relationship signifies interaction within a teacher education program at a university setting, it also applies to the teacher-student relationship within a K-12 classroom. The video portrays pre-service teachers presenting projects and discussing issues relevant to their pre-service experiences.

Segment Four — INTASC Standards 1-3, 9, 10

This segment looks at the changing situations and needs of teachers and students. One of those changes is an increasingly diverse student population. The video illustrates what one school district has done to address these changes through the Diálogo program.

Segment Five — INTASC Standards 1-6, 8, 9

This final segment focuses on reflective practice in teaching through the on-going process of observation, assessment, and adjustment. Todd Finley, a university supervisor, and Russell Hollaman, a new teacher, show how over time they improve and grow every facet of classroom performance.

Self-Tutorial Instructions

Timeline

- Read INTASC Standards.....5 min (Appendix 2.1)
- Read lesson background5 min
- View *Every Student’s Right*30 min
- Knocked Out by Nectar activity.....15 min
- Read activity purpose/background.....5 min
- Address discussion questions.....15 min
- Lesson Reflection activity.....30 min

This Unit Includes:

- Every Student’s Right: A Competent, Caring Teacher (video)*
- List of INTASC Principles (Appendix 2.1)*
- Knocked Out by Nectar Activity (Appendix 2.2)*
- Reflective Questions (Appendix 2.3)*

Web Resource:

INTASC: The Interstate New Teacher Assessment and Support Consortium
www.ccsso.org/intasc.html

This page of the Council of Chief State School Officers provides more information on the INTASC standards. This page also provides another link that details these principles. In addition to the Consortium’s principals, this second link offers examples of Dispositions and Performances that give clear examples of how to put these principals into action in the classroom.

Suggestion:

In the video, note that Ann Duffy could be talking about K-12 students, rather than adult education students, when she discusses the importance of INTASC principles.

Viewing Instructions

Reflect on the following discussion questions while watching *Every Student's Right* or its five video segments.

- What characteristics of the pre-service training depicted in the video define teacher professionalism?
- What INTASC standards does the *Diálogo* program manifest?
- How did the teacher in the interview follow the INTASC standards?
- How does he demonstrate teacher professionalism?

Note: For the *Knocked Out by Nectar* activity, please read *Knocked Out by Nectar* and answer questions 1 – 6. Then check your answers to see how well you did. (All can be found in Appendix 2.2.)

Workshop Instructions

Timeline

- Pre-viewing discussion15 min
- Viewing of *Every Student's Right* ...30 min
- *Knocked Out by Nectar* activity15 min
- Break (after completing activity)10 min
- Answers/Discussion of activity30 min
- Review of INTASC Standards30 min
- Break10 min
- Lesson Reflection activity45 min

Note that times may vary slightly based on the size of the group and the extent of the discussion.

Pre-viewing Instructions

Before showing the video, have the INTASC Standards displayed on a board or overhead projector. Some participants without being asked will write them down while waiting for the session to begin. Others will merely be aware of the Standards, sufficiently absorbing them for the session. Still others may not pay any attention to them.

Ask participants if they noted the INTASC Standards. Without much discussion, ask participants why they acted (or didn't act) as they did.

- Did they write the Standards down?
- Did they simply read the Standards?
- Did they ignore them altogether because there were no specific directions?

Highlight a few differences. These differences should point out some of the differences that "students" bring to class with them.

Finally, because the INTASC Standards mentioned at the beginning of the video are condensed versions, participants should receive a handout of the expanded versions of the Standards (Appendix 2.1). Allow time for participants to read the handout and comment on any of the Standards that they feel are particularly important and relevant to their own situation. (Participants will spend a great deal of time after the video fleshing out the Standards, so discussion during this phase should be kept to a minimum.)

Pre-view the program to identify any segments that might be of particular relevance to the participants in your session. It's a good idea to stop the video for a brief discussion after these segments on how the video's content relates to viewers' situations. Some examples from *Every Student's Right: A Competent, Caring Teacher* might be:

- difficulty of transferring theory to classroom application — following the section on James Garvin
- experience as a pre-service/student teacher — following the section featuring Ann Duffy and her students
- changes over the years to the classroom, e.g., make-up of student-body, overall classroom climate, student expectations, immediately before the section of the video on *Diálogo*

Every Student's Right: A Competent, Caring Teacher may be viewed without interruption or paused periodically to examine and reflect on points. The Lesson for this program works well for either viewing style.

Viewing Instructions

Have participants note places in the video where the INTASC Standards are addressed. At the same time, participants should identify those illustrations in the video which speak to their own experiences in the classroom.

Post-Viewing Activity: *Knocked Out by Nectar*

Objectives

- to simulate what many students experience
- to demonstrate the importance of student familiarity with the skills they need to interpret, apply and communicate information effectively
- to illustrate the need to use explanations

and representations that link curriculum to prior learning (Standard 1.2)

- to illustrate the importance of creating relevance for students by linking with their prior experiences (Standard 2.2)
- to lead participants to conclude that instruction must recognize the fundamental need for student familiarity to content and skills
- to show how many of the INTASC Standards are met in classrooms that utilize students' prior knowledge and interests in meeting curricular goals and objectives

Suggestion:

Participants should note places in the video in which any of the INTASC Standards are addressed. At the same time, participants should identify those moments in the video which speak to their own experiences in the classroom.

Background

Knocked Out by Nectar (Appendix 2.2) is a 500-word reading passage that is written in a lingo that a surfer might use. The passage describes the narrator's meeting his dream woman who also surfs. While the two of them talk at a party, the narrator lies about his surfing experience to impress her. This lie ends up preventing him from going to the beach with her.

The passage seeks to give participants a sense of what many students experience. Often in K-12 classrooms students are required to read passages and answer questions about subject matter that is unfamiliar to them and which is presented in a style to which they are unaccustomed. The surfer passage is written in a way that is very difficult for participants to understand. It is almost like a foreign language. Plus, the subject matter discussed is designed to be one which participants are not likely to have much understanding or interest.

Even so, participants will likely still be successful in answering the multiple choice questions on the passage, despite its being on an unfamiliar topic in an unfamiliar language. This result is what drives the effectiveness of this activity. It is meant to show how important it is for students to have familiarity with the skills necessary for effective interpretation, application and communication. Participants have acquired the skills of reading (e.g., picking up context clues, stopping and rereading when something doesn't make sense, etc.). Because they are familiar with the skills and the processes for using them, they can effectively apply those skills to unfamiliar subject matter. In effect, these skills act as a bridge to understanding the unfamiliar content.

Suggestion:

When students are able to recognize something familiar within something they are learning, their abilities to understand the new information increase dramatically.

Many students, however, lack the participants' well-developed skills or their familiarity with the processes that one applies in classroom situations. And without those skills and familiarity with the processes, students have an extremely difficult time when they are asked to apply the skills to equally unfamiliar content. For example, if students are unfamiliar with how to analyze poetry, it is nearly impossible for them to analyze a Shakespearean sonnet. Or, if students are unfamiliar with the process of developing and testing a hypothesis, they will have a great deal of difficulty applying that process to foreign concepts like the effects of added carbon dioxide on the ozone layer.

Instructions

Have participants read the "Knocked Out by Nectar" passage and then answer six multiple choice questions on the passage (Appendix 2.2). In order to better simulate the experience of students, provide handouts of the passage and their questions to participants (as opposed to doing it on an overhead). Further, give directions as you would to students, e.g., please keep your eyes on your own paper; mark your answer clearly; you will have 15 minutes to complete the assignment; and so on. Participants are likely to laugh and to wonder aloud about the purpose of the assignment. Smile and remind them that there's no talking!

Also, there is a built-in break for participants who may get up upon answering the six questions. After they return, it is time to go over the answers.

Discussion Questions and Follow-Up

Part One

Before going over the answers, ask participants to comment on the activity. Likely comments are things like:

- *Now I know how my students feel.*
- *It was like a foreign language.*
- *I was frustrated.*
- *Does anyone really talk this way? (Sadly, yes!)*

Tell them that simulating the experience of many students was certainly part of the intent of the activity. Tell them, though, that more importantly, it's likely that despite its being a foreign language, they probably were successful in answering the questions.

Then using the answer explanations in Appendix 2.2, go over the answers to questions 1 - 6. The explanations provide the reasons why the correct choices are correct, and in many cases why the other choices are incorrect. Participants may challenge some answers, but more than likely they will answer most questions correctly.

Part Two

It is likely that some participants will wonder if the activity is one to be used with students. Only in rare cases will the activity be appropriate. Therefore, it should be explained from the beginning that the activity is merely to illustrate certain points about learning and instruction. That is a good segue into what those points might be.

It is a good idea to lead participants to conclude for themselves how important it is that instruction help students find some familiar connections to anything that they are expected to learn. Discussion questions to guide participants in that direction are:

- Why do you think you were able to answer the questions successfully?
- How did you benefit from being familiar with the process of reading a passage and answering multiple choice questions?
- What if you had been asked to take the passage and create a scene for a screenplay? Would you have been as successful? Explain.
- Have you ever been able to help students see a parallel situation in their lives or today's world with something you were teaching them? If so, how did it affect student interest? How did it affect student learning?
- Do you think it is unrealistic to ask students to analyze Shakespearean sonnets if they've never analyzed poetry? Why or why not?
- How can familiarity with subject matter benefit the development of unfamiliar skills?
- How can familiarity with skills and processes benefit understanding of unfamiliar content?
- Why are students more likely to give up when they don't recognize anything familiar?

Part Three

After participants discuss the questions in Part Two and recognize the need to build in students' prior learning and experience into content understanding and skill development, the discussion should turn to the INTASC Standards. In light of the video

and the activity, walk through the Standards and their key indicators. The key indicators relevant to the participants' experience in the activity and the prior discussion are: 1.1, 1.2, 1.4, 1.5, 2.1 - 2.5, 3.1, 3.5, 3.6, 4.1, 4.3, 5.2, 5.3, 5.5, 6.4, 7.1 - 7.3, 8.4, 8.6, 9.3.

Discussion questions should include:

- To which Standards do the lessons learned from the activity most apply?
- Which of these Standards were illustrated in the video?
- How will better utilizing students' areas of interest lead to more effective instruction that meets the criteria of the INTASC Standards?
- How will playing off of students' prior learning and experience lead to more differentiated instruction?
- How will it lead to students playing the role of teacher in some respects?

Closing Activity: Lesson Reflection

Objectives

- to reflect upon previous lesson plans and create better ones based on the session's highlights
- to find ways to integrate more INTASC Standards into the classroom
- to create situations which will enhance student learning

Assignment

This is an opportunity for participants to take what they've learned in this session and apply it to their own classroom needs. Individually or in groups with others who share classroom goals and objectives, ask participants to reflect on ways in which they have taught a lesson in the past and then come up with ways to improve the lesson plan. The questions in Appendix 2.3 should help participants work through the process.

The goal of this assignment is to help participants develop a lesson plan that incorporates as many of the INTASC Standards as possible.

Finally, participants should present their lesson plan ideas to the group for critique. In their presentation, participants should identify those INTASC Standards that the lesson plan addresses as well as how the new lesson plan differs from the old one.

Internet Resource Guide

UNC-TV Models of Teaching

www.unctv.org

This site is the home site for the Models of Teaching program. Here, you can find more information about the series, the standards that are covered, and the MOT sponsors.

The National Board for Professional Teaching Standards

www.nbpts.org/nbpts/

This is the official website of The National Board for Professional Teaching Standards. On this easy-to-navigate website, you can find information about the National Board, the specific standards endorsed by the NBPTS, and how you can earn a National Board Certification.

The Interstate New Teacher Assessment and Support Consortium (INTASC)

www.ccsso.org/intasc.html

This page of the Council of Chief State School Officers provides more information on the INTASC standards. This page also provides another link (www.ccsso.org/intascst.html) that details the 10 principles of the INTASC. In addition to the Consortium's principles, this second link offers examples of Dispositions and Performances that give clear examples of how to put these principles into action in the classroom.

Directory of Interstate School Leaders Licensure Consortium (ISLLC) Members

www.dscc.org/nta/html/isllc.htm

As the title implies, this site offers a directory of ISLLC Members in participating states and territories. This site describes ISLLC as "a collaboration of state education agencies and professional development organizations committed to raising performance standards for school leaders."

American Association of School Administrators

www.aasa.org/Issues/leadership/murphy.htm

This link leads to an article abstract on ISLLC standards. Joseph Murphy of Vanderbilt University and Neil Shipman of University of Memphis wrote the piece entitled, "The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership."

The Center for Creative Leadership

www.ccl.org/programs/lisa/index.html

The Center's Education Sector (ES) group brings a leadership development resource to contemporary educators to assist them with the tough job of reforming and restructuring schools. Strengthening the leadership capability of those responsible for K-12 public and private schools, colleges, and universities so that educational reforms for excellence can occur is its unique and important mission.

The National Humanities Center

www.nhc.rtp.nc.us:8080/introduction/nhcintr.htm

The National Humanities Center is the country's only independent institute for advanced study in the humanities. A private, nonprofit institution, the Center exists to encourage excellent scholarship and to affirm the importance of the humanities in American society.

The Kenan Best Practices Center

bestpractices.ga.unc.edu

The Center serves as a source of research, development, and dissemination of best practices in advancing strong, effective, long-term partners in the preparation and continuing professional development of school-based educators. In cooperation with the University of North Carolina Center for School Leadership Development and the Best Practices Center within the Kenan Alliance for Partnerships in Education, this website has been established as a clearinghouse of information related to exemplary programs, policy, and schools.

About This Guide

This program guide was developed by Topics Education Group, 1235-E East Blvd., #228, Charlotte NC 28203; phone 704-358-3198, email info@topicseducation.com. Outside advisors: Nancy Gardner, Robert Avinger and Mary Pawlowski. Models of Teaching was produced by UNC-TV. © UNC-TV 2001



List of INTASC Principles

Standard 1: Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Key Indicators — The Candidate:

- 1.1 demonstrates an understanding of the central concepts of his or her discipline.
- 1.2 uses explanations and representations that link curriculum to prior learning.
- 1.3 evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- 1.4 engages students in interpreting ideas from a variety of perspectives.
- 1.5 uses interdisciplinary approaches to teaching and learning.
- 1.6 uses methods of inquiry that are central to the discipline.

Standard 2: Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

Key Indicators — The Candidate:

- 2.1 evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- 2.2 creates relevance for students by linking with their prior experiences.
- 2.3 provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- 2.4 encourages student reflection on prior knowledge and its connection to new information.
- 2.5 accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Key Indicators — The Candidate:

- 3.1 designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- 3.2 selects approaches that provide opportunities for different performance modes.
- 3.3 accesses appropriate services or resources to meet exceptional learning needs when needed.
- 3.4 adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- 3.5 uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- 3.6 creates a learning community that respects individual differences.

List of INTASC Principles (Continued)

Standard 4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Key Indicators — The Candidate:

- 4.1 selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- 4.2 encourages students to assume responsibility for identifying and using learning resources.
- 4.3 assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

Standard 5: Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Key Indicators — The Candidate:

- 5.1 encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
- 5.2 engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- 5.3 organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- 5.4 organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- 5.5 analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

Standard 6: Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Key Indicators — The Candidate:

- 6.1 models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues both given and received).
- 6.2 provides support for learner expression in speaking, writing, and other media.
- 6.3 demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation).
- 6.4 uses a variety of media communication tools to enrich learning opportunities.

List of INTASC Principles (Continued)

Standard 7: Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Indicators — The Candidate:

- 7.1 plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- 7.2 develops plans that are appropriate for curriculum goals and are based on effective instruction.
- 7.3 adjusts plans to respond to unanticipated sources of input and/or student needs.
- 7.4 develops short and long-range plans.

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Key Indicators — The Candidate:

- 8.1 selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- 8.2 uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- 8.3 uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- 8.4 evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- 8.5 maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- 8.6 solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

List of INTASC Principles (Continued)

Standard 9: Reflective Practice: Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Key Indicators — The Candidate:

- 9.1 uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- 9.2 uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.
- 9.3 consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.

Standard 10: School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Key Indicators — The Candidate:

- 10.1 participates in collegial activities designed to make the entire school a productive learning environment.
- 10.2 links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- 10.3 seeks to establish cooperative partnerships with parents/guardians to support student learning.
- 10.4 advocates for students.

Knocked Out By Nectar - Article

So I checked out this rave, but it wasn't my scene. But, the betties were all right, so I chilled. And dude, it paid. Two into it, I started hanging with this beach betty — the bomb. She's serious. Every year she goes to Costa. Costa!

We chilled. She told me her name was Belinda. We rapped about Costa. Costa sounds so cool. Then we rapped about Cali. Dude, I was full. Cali? I was all, "Cali's cool." Like I know Cali. Like I can handle Cali. I'm like, East Coast only. I don't know long board. She smelled it, I think.

Homies howled at me. They knew. Like they wouldn't have xeroxed. I was phat. Slices knew it. They were red. The only reason they rave is to hang with betties. It's not because they dig techno. They dig those who dig techno. To me, it's all the same. Homies are the same way. Whatever it takes, even tolerating techno.

I mean, I'm not saying that we go to Phish shows just to check out granola betties. That's part of it, sure. Mainly we go there for the tunage. We hook with someone, we hook. All the better. Sure, there's beau coup scoping during some of the solos, but I'm like, what else are you gonna do?

So, anyway, techno's at like volume eleven with no end in sight, and I'm all, "Let's blow. You want to chill at the playa? I've got my racks and my stick with me. We'll be there before the sun and way before the booger boarders."

She's all, "Booger boarders? They're not that dense. The report's pretty righteous. A tropical's kicking things. Choppy, but big. How 'bout you? Can you deal?"

Deal? Dude, can you believe it? I go, "Cali's always kicking. I can deal." I know I'm gonna taste a trench and not a tube. But, she had me tripping. So I keep talking out of one side. You know, I fabbed this whole scene.

"I've got homies in La Jolla. I check them out when the funds permit. They've got this sweet place that's five minutes from some pretty tasty waves." (I met this dude once who long boarded in La Jolla one summer. I xeroxed most of his stuff.) "They're glass monsters, man — Neptune's nectar."

She tripped on that. She's all, "Neptune's nectar? Nice. Sounds like some slasher Agent Orange tune."

I'm thinking, no way, dude, Agent Orange? Totally retro. What's she doing? Checking out some Agent Orange on vinyl, then maybe a little "Charlie Don't Surf" before going out to thrash?

Suddenly I see us with our own little surf punks one day. I'm serious! So I'm knowing that one day I've got to come clean. But it's not on this day.

"Yeah, I don't know the coinage. Maybe it's Agent Orange. So do you want to go conquer and destroy, or what?"

Dude, she packed me. You know what she said?

"I'm going. I'm there whenever a tropical's out there making noise. But I've got a ride — some cat who's trying to transition to long board. He needs me. What could I say? You've been to Cali. You don't need me. But maybe I'll check you out later."

Knocked Out By Nectar - Questions

Using *Knocked Out by Nectar*, answer questions 1 – 6. Choose the letter which best answers the question.

1. What is the narrator doing at the time he meets Belinda?

- a) listening to DJed music
- b) talking about Costa Rica
- c) imagining surfing long board
- d) all of the above

2. Where has the narrator surfed?

- a) Atlantic Ocean
- b) Pacific Ocean
- c) Carribean Ocean
- d) all of the above

3. Why does Belinda question their going to surf that day?

- a) because there is a tropical storm
- b) because the waves will be choppy
- c) because the surf is going to be big
- d) all of the above

4. Which of the following is Neptune's nectar?

- a) It is the title of a song by the band Agent Orange.
- b) It is a term used to describe waves in California.
- c) It is an allusion the narrator makes to sea gods.
- d) none of the above

5. About what does the narrator fantasize?

- a) his having kids with Belinda
- b) their going to Costa Rica
- c) his teaching her to long board
- d) all of the above

6. How does the narrator feel at the end of the passage?

- a) He is not going to the beach with Belinda.
- b) He is surprised by her response to his request.
- c) He is angry that he didn't ask her to go sooner.
- d) all of the above

Knocked Out By Nectar - Answers

1. What is the narrator doing at the time he meets Belinda?

a) listening to DJed music — If one knows what a rave is, this is an easy question. A rave is a party during which a DJ plays music for the party-goers. Even if test-takers don't know what a rave is, they should be able to eliminate both b and c because they are both things that the narrator does after he meets Belinda.

2. Where has the narrator surfed?

a) Atlantic Ocean — In line six the narrator says that he's "East Coast only." Of course, in order to answer this question correctly, test-takers need to know that the Atlantic Ocean is along the East Coast of the US. His talk of surfing in Cali (California, thus, Pacific Ocean) he says is all made up.

3. Why does Belinda question their going to surf that day?

d) all of the above — Line 20 reveal the information that there is a tropical storm "kicking" things and that the waves are going to be big and choppy. She asks the narrator if he can deal, which indicates that she questions their going surfing.

4. Which of the following is Neptune's nectar?

b) It is a term used to describe waves in California. — Lines 25 – 27 reveal this answer. The narrator is talking about "tasty waves" in La Jolla, California, which are "glass monsters — Neptune's nectar." Choice a is not correct because Belinda says in Line 28 that it sounds like an Agent Orange song; c could be correct because it might be an indirect allusion to the sea gods, but because b is a better answer, c is incorrect.

5. About what does the narrator fantasize?

a) his having kids with Belinda — Line 33 talks about seeing "us with our own little surf punks one day." This refers to their having kids together. Though the narrator would probably love to go to Costa Rica with Belinda, the passage never mentions this, so b is incorrect; c is incorrect because Belinda is the more experienced surfer, unlikely to be the one taught by the narrator, plus the last paragraph reveals that she is planning on teaching another guy how to long board.

6. How does the narrator feel at the end of the passage?

b) He is surprised by her response to his request. This may be a difficult question, and one that may be debated. First, his mood at the end (Line 37) is more surprise than anger; plus, c can not be correct because Belinda had made the decision to go with someone else before the narrator met him, so it is unlikely that he would have felt anger over not having asked her sooner. Choice a can't be correct because it does not describe how he feels, only what happened.

The Reflective Process

Which lesson plan are you reflecting on?

Describe the lesson plan. Who? What? When? Where?

Why did you use this particular lesson plan?

How did you do it?

What was its effectiveness?

What was its impact?

How did it relate to your goals?

What would you do differently?

How would this change be better?

What have you learned?