

Becoming: Journal of the Georgia Middle School Association

Volume 30 | Issue 1

Article 1

2019

Introduction

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Recommended Citation

Wall, Amanda (2019) "Introduction," *Becoming: Journal of the Georgia Middle School Association*: Vol. 30 : Iss. 1 , Article 1.

DOI: [10.20429/becoming.2019.300101](https://doi.org/10.20429/becoming.2019.300101)

Available at: https://digitalcommons.georgiasouthern.edu/becoming_journal/vol30/iss1/1

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Greetings, Middle Level Colleagues!

I hope you find the contents of this issue of *Becoming* to be relevant and informative. First, I would like to update you that Georgia Middle School Association is now *Georgia Association for Middle Level Education* (GAMLE). This change is in line with Georgia middle level licensure spanning grades 4-8.

The article “Effects of the Post-It Note Strategy on Reading Achievement among Eighth-Grade Students with Learning Disabilities” is based on a study undertaken by four faculty at Valdosta State University. Their collaborative study focuses on reading comprehension for students with learning disabilities.

Also in this issue, GAMLE is pleased to re-publish a 1999 publication. Dr. John Lounsbury and Dr. Gert Nesin wrote *Curriculum Integration: Twenty Questions--- With Answers*. The Association for Middle Level Education’s position paper, *This We Believe*, advocates for middle level curriculum that is challenging, exploratory, relevant, and integrative. Dr. Lounsbury and Dr. Nesin’s text addresses several topics related to curriculum integration. This text addresses questions including: what curriculum integration is, how teachers can get started with curriculum integration, what materials may be needed, and how curriculum integration involves students. The last section presents a selection of resources for curriculum integration from 1999. To expand on this line of work, I invite educators to share their experiences with curriculum integration here in *Becoming*.

I would like to thank Dr. Lounsbury and Dr. Nesin for having written this text, and for supporting this text being updated to a digital format to make it more accessible to readers. I am also grateful to Rebekah M. Grohn, graduate assistant in the Department of Middle Grades and Secondary Education at Georgia Southern University, and Jennifer Gerrald, Institutional Repository Manager at the Georgia Southern Library, for their efforts to create the digital file for *Curriculum Integration*. Special thanks to Ms. Gerrald also for her support for the entire journal.

Amanda Wall, Editor