

**Early Childhood, Elementary, and Middle Level Education Department**  
**MLE 3110: Curriculum and Instruction in the Middle-Level School**

**Instructor: Mr. Brian Poelker**

**Office: Buzzard 2155**

**Email: [bpoelker@eiu.edu](mailto:bpoelker@eiu.edu)**

**Office Hours: M 9:40 - 11:10a, 2:40 - 3:40p W 9:40a - 11:10a, 12:00p - 1:00p**

**Phone: 581-7896**

**Class Meetings: M: 4:30 - 7:00 PM, Buzzard 1121**

**Unit Theme:** Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

**Course Description:** Definition and rationale for middle-level education, historical development, curriculum and organizational patterns, teacher's role in middle-level education, and planning for instruction.

**Prerequisites & Concurrent Enrollment:** ELE 2000; and ELE 2320. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

**Course Purpose:** This course is design to provide learning experiences and assist future middle/junior high teachers understand early adolescents and the unique school environment that should exist to respond to their needs. The course is designed to develop within the pre-service teacher an awareness of physical, emotional, social, and intellectual growth taking place during these years.

**Course Textbooks:**

Charles, C. M. (2011). *Building classroom discipline*. (10<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc

Manning, L. & Busher, K. T. (2009). *Teaching in the middle school* (3<sup>rd</sup> ed.) Upper Saddle River, NJ: Merrill.

**Supplemental Materials:**

Live Text Account

ITC Proficiency Packet

**Teaching Model:**

The Information-Processing Models

Information-acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8<sup>th</sup> ed.). Boston: Pearson.

**Dispositions:** Teaching candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

**Live Text Assessment Requirement:** For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

**Standards**

**Course requirements and demonstrated competencies are aligned with the following standards:**

Illinois Professional Teaching Standards (IPTS)

<http://www.isbe.net/profprep/PDFs/ipts.pdf>.

Illinois Core Language Arts Standards (ICLAS)

[http://www.isbe.net/profprep/CASCDvr/pdfs/24110\\_corelangarts\\_std.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf)

Illinois Core Technology Standards (ICTS)

[http://www.isbe.net/profprep/CASCDvr/pdfs/24110\\_coretechnology\\_pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24110_coretechnology_pdf)

Association for Childhood Education International

<http://www.acei.org/Symposium.htm>

**Course outcomes specific to MLE 3110:**

Students will be able to

- Provide for the uniqueness of individuals, and foster an appreciation for those differences.
- Perform successfully within the social and political contexts of schools and community.
- Design instruction and evaluation to promote a healthy self-concept in students
- Model appropriate professional behavior
- Demonstrate alternative methods of achieving similar learning outcomes.
- Emphasize higher-order, critical thinking, and creativity
- Define the middle/junior high school learner and the unique school that should exist to respond to their needs.
- Discuss the physical, social, emotional, and intellectual growth taking place during the middle/junior high school years.
- Develop topics for academic growth that will help lessen these problems and make provisions for each student.
- Identify the components of the middle school model
- Create appropriate lesson plans for middle level students.

Course Requirements	Demonstrated Competencies	Aligned Standards
Lesson Plans	Performance includes written utilization of the department lesson plan and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, implementation of cooperative learning, and appropriate assessments and follow-up.	IPTS 1,2,3,4,6 ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 4 ICTS 3A, 3F  Dispositions: PTSL, SDE
Classroom Management	Performance includes engaged direction of individual, group, and full class learning activities, keeping the class fully informed of daily agendas, learning standards and lesson agendas, inviting and utilizing student input managing smooth transitions, rewards and consequences.	IPTS 2,5,7 ACEI 1, 3.2 Dispositions: IWS, PEP, SDE, PTSL
Participation	Participation includes presence and contributions during class meetings, support of peer classmates including a middle school component presentation. Focus is on responsible, enthusiastic, and effective communication and cooperation with classroom instructors and peers.	IPTS 2, ,7,10, 11 ACEI 5.1 ICLAS 4.5 Disposition: EC, PEP, IWS, SDE
Two-Week Core Unit	Performance includes written utilization of the department lesson plan to develop a two-week content specific unit plan Performance includes knowledge, use and application of technology tools in teaching, research, planning, communication and presentation. Focus is on increasing student technology skills enabling students to appropriately utilize technology in the classroom including graphic organizer programs.	IPTS 1,2,3,4,6 ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 4 ICTS 1,2,3,5,7,8,3A, 3F ACEI 5.3, 5.4 Dispositions: PTSL, SDE
Assessments	Performance includes demonstration of content knowledge and application.	IPTS 1,3,4,5,6,7,8,9,10, 11 ACEI 1, 3.1,3.1,4,5 Disposition: EC

Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Participation	Contributions to discussions and activities, both in class and	200pts/ TBA	20%

	electronic, responsibility to group-work, responsibility to all aspects class. Research and team presentations are required.		
Lesson Plans	Prepare a lesson plan demonstrating the essential components necessary to be an effective middle school teacher. The lesson plan will be designed according to the format established by the EC/ELE/MLE department.	100pts/1.28.13	10%
Classroom Management	Plan & Presentations Prepare and describe the discipline plan you will use in your classroom. Provide components from at least (2) models you will include in your discipline plan. Research within your group the assigned discipline plan. Prepare a 10-15 minute powerpoint presentation.	200pts/2.11.13	20%
Two-Week Core Unit	A submission of a two week unit will be required. Course Objectives and daily lesson plans must accompany the unit. A minimum of 5 citations/ references should be used but only 2 internet sources will be accepted. A rubric and a narrative will be provided for this major project. Prepare a 6-8 frame powerpoint presentation as indicated in the rubric.	300pts/4.1.13	30%
Assessments	The assessment will consist of multiple measures. Questions will be derived from lecture, assigned readings and classroom discussions.	200pts/TBA	20%

**Grading Scale:** A = 93-100%, B = 85-92%, C = 77-84%, D = 69-76%, F = 68% and below

### COURSE OUTLINE

Introduction of Syllabus

The Art of Teaching vs. The Science of Teaching

History of Public Schools

History of Middle Schools

Models of Teaching

Middle School Curriculum

Lesson Plans

Integrated Curriculum

Age Appropriate Planning

The Middle School

Teaming

Exploratory

Advisory

Integrated Curriculum

Classroom Management

Theory vs. Practice

Lesson Plan Transitions

School Law

Specific Plans/Student Presentations

Technology/ITC Visit

LiveText Demonstration

Differentiated Instruction/Alternative Assessment

Methods of Questioning

Multiple Intelligences/Learning Styles

Integrated Curriculum

Diversity

Culture  
Language Diversity ESL/ELL  
Socio-Economic Status  
Region

MLE 3110 Review  
Final

### **Academic Integrity**

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

### **Student Success Center**

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9<sup>th</sup> Street Hall, Room 1302.

### **Cell Phone Etiquette**

Texting or answering messages during the class is not permitted and, at minimum, will result in loss of class participation points. Cell phones use is not permitted during Finals.

### **MLE 3110 References**

- Andrews, P. & Anfara, V., Jr. (Eds.). (2003). *Leaders for a movement: Professional preparation and development of middle level teachers and administrators*. Greenwich, CT: Information Age Publishing.
- Anfara, V., & Stacki, S. (2002) *Middle school curriculum, instruction, and assessment*. Greenwich, CT: Information Age Publishing.
- Brophey, J. E. & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittock (Ed.), *Handbook of research on teaching (3rd ed.)*. N.Y.:McMillian.
- Call, K., Riedel, A., Hein, K., McLoyd, V., Peterson, A., & Kipke, M. (2002). Adolescent health and well-being in the twenty-first century: A global perspective, *Journal of Research on Adolescence*, 12(1), 69-98.
- Carnegie Council on Adolescent Development. (1995). *Great transitions: Preparing adolescents for a new century. Concluding report*,. New York: Carnegie Corporation.
- Cooney, S. (2000). *A middle grades message: A well-qualified teacher in every classroom matters*. Atlanta, GA: Southern Regional Education Board.
- Cooney, S., & Bottoms, G. (2003). *What works to improve student achievement in the middle grades*. Atlanta: Southern Regional Education Board.
- Educational Leadership*, 36, 238-244.
- Erb, T. (2001). Transforming organizational structures for young adolescents and adult learning. In T. S. Dickinson (Ed.), *Reinventing the middle school*, New York: Routledge Falmer.
- Flowers, N., Mertens, S., Mulhall, P., & Krawczyk, T. (2007). *Applying current middle grades research to improve classrooms and schools*. Westerville, OH: National Middle School Association
- Flowers, N., Mertens, S., & Mulhall, P. (1999). The impact of teaming: Five research- based outcomes of teaming. *Middle School Journal*, 31(2), 57-60.
- Flowers, N., Mertens, S., & Mulhall, P. (2001). What makes interdisciplinary teams effective? *Middle School Journal*, 31(4), 53-56.
- Flowers, N., Mertens, S., and Mulhall, P. (2000). How teaming influences classroom practices. *Middle School Journal*, 32(2), 52-59.

