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

Instructor: Dr. Jeanne Okrasinski
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Class Meetings: M-TH 8-10:45 BB 2430
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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*. (10th ed.). Boston, MA: Pearson Education, Inc

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

Teaching Model:
The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by 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*. (8th 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
- Illinois Core Technology Standards (ICTS)
- 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.
- Strive to model and develop in students' intellectual, social, ethical, moral, and behavior skills.
- 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, assessment, assessment of children's prior knowledge, implementation of cooperative learning, and appropriate assessments and follow-up.	IPTS 1,2,3,4,6ACEI 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
Middle School Component	Research and presentation of one component of the middle school (Interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping, academic enrichment).	
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 1,2,3,4,6ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 4 ICTS 1,2,3,5,7,83A, 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

ELE 3110 Course Assignments

Core Assignments	Brief Description	Points/Due Date
Participation	Contributions to discussions and activities, both in class and electronic, responsibility to group-work, responsibility to all aspects class.	25 pts
Classroom Management Plan & Presentations Discipline Plan	Research within your group the assigned classroom management theory. Prepare a 10 minute presentation. You must use more than just the textbook for your research and engage your classmates in discovering your assigned theory. 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.	25 pts 30 pts
Middle School Component	Research and presentation of one component of the middle school (Interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping, academic enrichment). A handout/wikipage must be constructed for this assignment	50 pts
Interdisciplinary Unit • Technology • Diverse Assessment Strategies	Develop a two week interdisciplinary unit with two or three other students which could be used in a middle school classroom. Present the unit to the class. A rubric and criteria will be passed out. This typed unit should have the following components: 1. A designed front page with name of thematic unit and members of the team. 2. Second page Table of Contents 3. First section will include: Thematic rationale, Content web, ILS/CC Standards 15 resources that correlate with your IDU Lesson Plan chart with MI/Bloom placement Unit Objectives and Essential Question Unit Culminating Assessment (with appropriate rubrics) 4. Third Section will include Daily lesson plans including activities/handouts used in the unit. Differentiation and Extension/accommodation options will be included 5. Fourth Section will include An outline of the LPs & assessments conducted within the unit which demonstrates traditional and alternative strategies. This is simply a list in table format that demonstrates the type of assessment used and the points associated with it. Rubrics, direction sheets and other material should be included with the appropriate lesson in section 3.	Rationale – 10 pt Web – 5 pts Resources/Technology – 10 pts LP & Assessment Chart – 20 pts Unit Obj and Standards – 10 pts LPs – 60 pts Culminating Assessment – 15 pts Presentation – 10 pts
Assessments	The assessment will consist of multiple measures. Questions will be derived from lecture, assigned readings and classroom discussions..	50 pts

Grading Scale: A = 320 – 298 B = 297 – 269 C = 268 – 240 D = 239 – 211 F = 210 and below

COURSE OUTLINE

***This schedule is subject to change based on guest speakers and coverage of material.**

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
- Specific Plans/Student Presentations

Differentiated Instruction/Alternative Assessment

- Bloom's Taxonomy & Methods of Questioning
- Multiple Intelligences
- Integrated Curriculum

Diversity

- Culture
- Language Diversity ESL/ELL
- Socio-Economic Status

Presentations

MLE 3110 Review

Final

Assignments & Grading - It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class. ALL textbook information may be on exams.

Late assignments will not be accepted as this does not represent your professional best. Assignments are collected at the beginning of class – if you are late, so is your assignment. Your assignments will be judged on quality of content, presentation, organization, and the integration of ideas. Evaluation of progress will be based on written exams, course assignments, and class contributions.

Mastery of the English language, including grammar, mechanics, spelling etc. is expected. **One point** will be deducted for each infraction in all written work submitted for a grade.
No work will be accepted after June 6th, 2013.

Attendance and Participation

Consistent attendance is a basic expectation and extremely important to educational progress. If an illness prevents you from attending class, please notify me via email before the beginning of class about your absence and provide documentation upon your return to class. Also, ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts. **Points will be deducted from your participation grade for any absence – if you are not in class, you cannot participate**.

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. This means, for example, borrowing an idea from the internet and not giving credit to the original creator may result in an F for the assignment, notification to student standards, and/or failure of the course.

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) 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, or go to 9th Street Hall, Room 1302.

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.

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Cooney, S. (2000). *A middle grades message: A well-qualified teacher in every classroom matters.* Atlanta, GA: Southern Regional Education Board.

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George, P. & Alexander, W. (2003). *The exemplary middle school* (3rd ed.). Belmont, CA: Thomson/Wadsworth Learning.

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Jackson, A., & Andrews, P. (2004). *Making the most of middle school: A field guide for parents and others.* New York: Teachers College Press.

Jackson, A., & Davis, G. (2002). *Turning points 2000: Educating adolescents in the 21stcentury.* New York & Westerville, OH: Teachers College Press and National Middle School Association.

Kellough, R. & Kellough, N. (2003). *Teaching young adolescents: A guide to methods and resources* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools.* Portsmouth, NH: Heineman.

Langer, G. & Colton, A. (2005). Looking at student work. *Educational Leadership, 62*(5), 22-26.

McEwin, C., Dickinson, T., & Smith, T. (2003). Why specialized preparation is critical. *Kappa Delta Pi Record, 39*(2), 58-61.

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Rottier, J. (2001). *Implementing and improving teaming: A handbook for middle level leaders* (2nd ed.). Westerville, OH: National Middle School Association.

Slavin, R. E. (1996). Cooperative learning in middle and secondary schools. *The Clearing House*, 69 (4), 200-204.

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

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