Early Childhood, Elementary and Middle Level Education Department
MLE 4760. 02: **Student-Social/Emotional Development in the Middle Grades**

Instructor: Dr. Mildred M. Pearson, Associate Professor
Office: Buzzard Hall-2215
Email: **mmpearson@eiu.edu** **and** **mmpearson1@mac.com**

Office Hours: Tuesday 9:00-10:00; 6:00-7:00p.m.; Thurs 9:00-10:00 a.m.
Phone: (217) 581-7880
Class Meetings: Tuesday 7:00-9:30 p.m.
Location: Buzzard Hall 2440
Fall Dates Range: August 19, 2013-December 13, 2013

Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.

Course Description:
Instruction and planning in exploratory and teacher-based advisor-advisee programs.

Prerequisites & Concurrent Enrollment:
MLE 3110 or equivalent or permission of Department Chairperson. Concurrent enrollment with the MLE 3150 and MLE 4280 desired. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose:
- Provide a psychological basis for working with middle level students.
- Offer individual and small group advisory techniques.
- Plan a unit for an advisory-advisee program.
- Model strategies for student ownership of school and classroom tasks promoting responsible behavior of students.

Course Textbooks:

Feldman, R. (2008). Adolescence: The essential middle school. Upper Saddle, NJ: Pearson.

Galassi, J., Gulledge, S., & Cox, N. (1998). Advisor, advisory: Definitions, descriptions, decisions, directions. Westerville, OH: National Middle School Association.

Course Packet as per instructor's request.

Teaching Model:
<u>The Information-Processing Models</u>
- 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.

<u>The Social Family Models: Building the Learning Community</u>
- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

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

Dispositions:
Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

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.

Outcomes specific to MLE 4760

- The student will understand the models for the advisor-advisee programs within the middle school context.
- The student will offer alternative designs for middle school programs.
- The student will provide classroom management strategies in a middle-level setting.
- The student will demonstrate a knowledge of higher-order, critical thinking, and creativity.
- The student will provide ideas for middle school students to participate in community/service related activities.
- The student will demonstrate a knowledge of cultural diversity and provide curriculum for special needs children.
- The student will demonstrate knowledge on how to create an atmosphere where middle level students become adept in using technology for learning
- The student will understand the problems common to the middle level student (puberty, divorce, sexual identity, drugs, gangs, violence, anorexia, bulimia, pregnancy, suicide, etc.).

Standards
Course Requirements and Demonstrated Competencies are Aligned with the Standards:

- Illinois Professional Teaching Standards (IPTS) http://www.isbe.net/rules/archive/pdfs/24ark.pdf
- Association for Childhood Education International (ACEI) http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cI%3d&tabid=676
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_motional/standards.htm
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf

Middle School Websites

http://education.illinoisstate.edu/aims/
http://www.amle.org/

Course Requirement	Demonstrated Competencies	Aligned Standards
Current Event	Performance includes analyzing current information as presented by the media and their influence on education. Current event must be related to social and emotional development.	IPTS: 2B, 2F, 2L, SEL: 1B, 2A, 3A, 3B, 3C ACEI: 1.0, 3.1, 3.5 Dispositions: EC, SDE, IWS
Article Review	Performance includes analyzing professional articles and their implication to the teaching profession. Students' writings will be evaluated by a rubric Articles must be related to social and emotional development.	IPTS: 2A, 2D, 2E, 2F, 2G, 2J, 2L, 2M, 3B, 3C, 3G SEL: 1C.1A, 1C, 2A, 2D 3B, 2B, 4A, 3A, 3C ACEI: 1.0 3.1, 3.3, 3.5 Dispositions: EC, SDE, PEP
Technology Integration	Explore the internet for resources that address any component of early adolescents' social, emotional, or academic development. These internet resources can be intended for teachers, parents, or adolescents.	IPTS: 2F, 2I, 2L, 2O, 5N, 5O SEL: 3C

		ACEI: 1.0, 3.1, 3.5 Dispositions: EC, PEP, PTSL
Tests (Assessments)	The student will demonstrate their content knowledge of the social and emotional development of the middle school child by completing assessment tools.	IPTS: 2A, 2B, 2C, 2F, 2J, 2K, 2L, 2M, 2N, 2P, 2Q, 3A, 3C, 3F, 3G, 3H, 3K, 3L, 3M, 3N, 3P, 7B, 7D, 7F, 7J, 7K, 7R SEL: 2D, 3A, 3B ACEI: 3.1, 3.5, 4.0, 5.1 Dispositions: EC, PEP
Exemplary Middle School	The students research information about an exemplary middles school	IPTS: 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1L, 1K, 3H, 3K, 3N, 3O, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4K, 4M, 5M, 5P, 5R, 5S, 7A, 7B, 7D, 7F, 7G, 7J, 7K, 7L, 7N, 7O, 7P, 7Q, 8A SEL: 3A, 3C. 4B ACEI: 1.0, 3.2, 3.4, 3.5, 5.1 Dispositions: EC, SDE, PEP, IWS
Partner Advisory Unit	The student demonstrates knowledge by a group project with group presentation on a unit of study for the advisory class. Lesson plans should accompany this assignment.	IPTS: 1A, 1K, 4D, 4I, 4K, SEL: 2A, 3A, 2B, 2C, 3A, 2C, 3B, 2D ACEI: 1.0, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 Dispositions: EC, SDE, PEP
Research Paper(Problems adolescents face)	The student will develop a richer awareness and better understanding of middle school children and their own common and unique problems.	IPTS: 1F, 2A SEL 1A3, 1B, 1C, 3A 3B, 3C ACEI: 1.0, 3.1, 3.3, 3.5, 5.1 Dispositions: EC, SDE, PEP, IWS
Advance Teaming at the middle level	Students will practice teaming strategies with an emphasis on conflict resolution and performance levels of teams according to various reading sources.	IPTS: 1A, 4D, 8A, 8B, 8E, 8F, 8G, 8Q, 8R, 8S, 8T, 9D, 9F, 9K, 9L, 9M, 9N, 9O, 9P, 9R, 9S,

		SEL: 2B.2C, 2D, 3A, ACEI: 1.0, 3.2, 3.4, 3.5, 5.1 Dispositions: EC, SDE, PEP, IWS, PTSL
Participation	Performance includes presence and contribution during class meetings and support of peer classmates.	IPTS: 8B, 9H, 9I, 9K SEL: 3.C3.B ACEI: 3.1, 3.5 3.4, 3.5, 5.1 Dispositions: EC, SDE, PEP, IWS

Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Current Event	Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class. Be ready to share it in class.	**8/27/2013** **(5 pts)**	2%
Journal Article Reviews	Select **two** current (**2003 to present**) articles to research regarding any component of early adolescent development. These articles will be a part of the research you gather for your research paper. Please submit a copy of the article with your review. Type the information in word.(See Sample). Please submit a copy of the article electronically as a pdf with your article review.	(Library Visit)**9/17/2013** **Due: 9/24/2013** **(50) pts. each= total (100) pts.**	5%
Technology Integration	Search for article, email, navigate the internet, (possible use of D2L), etc. Search for internet for 10 resources for teachers, parents, or students, namely (adolescents). Write a paragraph indicating why you chose the website. The website should deal with any **social or emotional** aspect of the adolescent child. This can also be linked to your research topic.	**9/17/2013** **(20pts)**	5%
Relax Alert-Weekly Relax Alerts(Weekly Quizzes (#4) **in black** Tests and/or Exams(#5) In blue	Quizzes will be provided in order to chunk information to assist students in retaining the information. Questions will be derived from lecture, assigned readings, videos and discussions.	**September 3, 2013** **September 10 2013** **September 17, 2013** **September 24, 2013** **October 1, 2013** **October 15, 2013**	6%

		October 22, 2013 **October 29, 2013** **November 5, 2013** **Nov.25th -Nov 29th** **Thanksgiving Break Begins** **Relax Alerts are worth (20 points per chapter)**	
Tests	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.	**(Mid-term) October 8, 2013** **Problem Paper Due and presentations begin!** **100pts** **(Final Exam)** **100pt** **December 10, 2013** **7:30-9:30**	15%
Research Paper(Problems adolescents face)	Write a **6 to 8** page research paper on a selected topic and present to the class.	**10/8/2013** **100pts**	22%
Oral (Expert) Presentation of Research Paper	Students are expected present orally their research to the class after becoming "new expert" on the topics they have researched. Your oral presentation may include an animoto, wordle, voki, prezi, power point, or a brief video clip summarizing your topic and/or research paper. Limit presentation to 10 minutes or if placed in a group, your group will be given 30 minutes to present. Be sure to allow 5 minutes for conclusion	**10/8/2013** **50 pts.**	5%
Partner Advisory Unit w/ Horizon exemplary model	Prepare **Partner Advisory** Unit for two weeks. During class you will practice and share a chosen lesson in class. Locate all information you can about the school's program.	**11/12/2013** **100pts** **11/12/2013 50pts**	22% 3%
Advanced Teaming at the Middle School	The students will be practicing their teaming strategies emphasizing conflict resolution.	**11/12/2013** **50pts**	5%
Participation	Participation in class discussions on a regular basis is expected.		10%

<u>Course Requirements and Evaluation</u>:

1. * Bio Introduction
2. * Current Event and reflection
3. *Journal Article Literature Reviews
4. * Technology Integration
5. * Relax Alerts (Weekly Quizzes)

6. *Mid-Term and Final Exam
7.* Research Paper (on an adolescent problem
8.* Oral(Expert) Presentation of research paper/ Critique of peers' presentation
9.*Partner Advisory Unit
10.*Horizon (Exemplary) Middle School activity
11. *Advance Teaming
12.*Participation (Discussion board as per the professor's discretion bi-weekly).

Extra credit:
A maximum of **20** bonus points can be earned. (See professor for details.)

Late Work Policy:
Due dates will be set for all assignments, **one point** shall be deducted for each calendar day that a paper or project is late. A **10%** deduction will be assessed on all tests **not** taken on the assigned test day. That means tests taken early **or** late.

Grade Scale: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below

Assignments:

Current Event:
You will select a current event item from a newspaper, magazine, television, radio, etc that is relevant to this class. It must be about the socio-emotional development of the middle school student, advisory, testing, etc. You will report on this news item orally to the class. Reflecting on your personal discovery about the scenario discuss in a 1 page paper the following: 1).What did you glean from the article or selected piece? 2). How does this impact your decisions as an educator? 3). In what ways can you apply this article to your pre-service teaching experience? Submit it **electronically to be submitted online.**

Journal Reviews:
Locate an article about advisory, exploratory, and/or academic enrichment in the middle school. The review will be a minimum of one to two typewritten pages (double-spaced) and presented orally to the class. Please submit a copy of the article with the review.
a. Type the complete citation using APA style, at the top of page one.
b. Write a succinct summary of the content of the article.
c. Write your reaction to the article.
d. Quality – grammar, spelling, punctuation, page length, etc.
Be sure to use appropriate journals such as Phi Delta Kappan, Educational Leadership, Middle School Journal. If you use an article from the Internet, you must have the author, where and when the article was published, and a copy of the entire article

Technology Integration:
Search the Internet and navigate for middle school resources. Locate 10 websites. Select 5 websites that will enhance your teaching and 5 websites that can be used for students or parents. This can be on any topic including but not limited to your research topic. Explain in at least a paragraph (5-6 sentences minimum for each paragraph) the contents of each website and how you and/or your students will use each of these sites. This assignment should be submitted as an attachment in a word document.

Quizzes
Brain research supports that when information is chunked students are able to retained the information and deep learning has occurred rather than surface learning something for the moment. Thus, students are able to make connections to what was learned and apply new information discovered.

Partner Advisory Unit:
Prepare an advisory unit for two weeks. (Assume that the advisory is a 30-minute period.)
Inside title page (title of unit, your name, date, level, course number)
Table of Contents
Theme and rationale (why the unit is important)
Social and Emotional Development Standards
Objectives for each day (purpose, materials, explanation, worksheet if appropriate)
Daily activities. (Using someone's work as your own will result in a failing grade.)
Divide the lesson plans among your group members (Put your name on *your* lesson plans.)
Materials for each day listed
Assessment
Incorporate exemplary middle school programs

A complete, detailed bibliography/reference page of **all** sources

Partner – Possible Advisory Unit Themes:

- Bullying and Anti-bullying Programs
- Suicide Prevention
- Character education
- Depression: Finding support for students
- Becoming an empathetic teacher
- Leadership Development: Becoming the leader in you
- Goal setting
- Test taking skills
- Organizing myself
- Self esteem
- Self-Regulation
- Anti-drug/tobacco/alcohol
- Personal health relationships
- conflict resolution
- My parents and me
- Planning for the future
- What is a friend?
- Knowing myself wellness
- Entering the dating game--boy/girl relationships
- The big move--adjusting to a new town, school, and new people
- Conflict Resolution

Exemplary(Horizon) School(You may do this as part of the MAPS Project since the participating schools are Horizon schools.

Group activity: Locate your assigned school on the internet and locate all information you can about the school's program. (teaming, exploratory, advisory, clubs, enrichment, sports program, discipline, interdisciplinary activities) Contact someone at the school to find out more about the school. What makes this particular school exemplary? What grade levels are represented? (5, 6, 7, or 8?) How many students are in the school? How many teachers? Are the teams 2, 3 or 4 person teams? Do they have inclusion? How does inclusion work in their school? What is the ethnic makeup of the school? What is their schedule like? Type your findings and report to the class.

LET's DO TEACHING! As part of your Horizon School, you will participate in the MAPS Project.
***Mentoring Advisory Partnership & Service* (MAPS),** *will* provide an opportunity for pre-service teachers to give back to schools in the community! Advisory is described to be a time where students and teachers examine "real life" issues~ it is the linchpin in the middle school and said to be a critical element of their schooling. Teachers serve as partners and exemplary models in helping develop the lives of pre-service teachers who will teach today's adolescents learners. EIU Students will have the opportunity to exchange roles, share their research, and make connection from content to context, and teach during the advisory period.

For Advisory Unit: This is a service-learning project where some of our in-class time will be devoted. The group will meet together in class, then with an adolescent advisory group at Mattoon Middle School to survey the students regarding topics they wish to discuss. The group will return to Mattoon Middle School to lead the advisory group on another day as a mini lesson. The group will then develop and entire advisory unit. Each team will present their findings to the class.
The Mentoring Advisory Partnership and Service (MAPS) is a project that will focus on the Social and Emotional Development Learning Standards (SEL) in practice. Presentations will include the initial survey, the results of the survey, the planning stages, the implementation of the lessons, and an overview of the Advisory Unit. The team will write a letter to parents, which contains the overall theme and purpose, duration of the unit, information about field trips, parent nights, opportunities to contribute, and any other information that would be helpful to the parent to help the succeed. Put yourself into the place of the parent and write information that is useful. Copy this letter to distribute during your presentation. Each group will give a copy of their advisory unit to the advisory teacher at Mattoon Middle School. Prior to presentation week, students will visit the school at their convience and exchange information (i.e.lessons, dialogue etc) with the teacher/mentor at Mattoon Middle School. If you cannot meet, place your lesson for all group members' feedback into **Google Docs.** Your presentation will count towards your out of class "relevant learning" experience. **Mentors/Teachers will be provided a rubric to evaluate your final "group" lesson along with Dr. Pearson.**

1. **Observation-Become** familiar with a classroom teacher at the middle level teaching advisory and observe the teacher teaching an advisory lesson. Discover various ways in which the teacher connects with the students during your first visit.
2. During your second visit, **assist** the teacher/mentor teacher anyway you can (passing out papers, assist with activities, etc.) interacting and cooperating with the teacher/mentor so that the students will be able to see you all and your partner working together.
3. Gradually working with the teacher/mentor, decided when you might **teach a mini-lesson** (10-15 minutes) with the students to get acquainted with them and discover how they may respond to the lesson your group created. We will be able to then discuss this in class on Tuesday.
4. Goggle Docs: **Prepare your Advisory Unit (1 week)** using google docs. This will allow all members and your assigned teacher/mentor to remain informed **outside of class** to ensure the Advisory Unit is a success. All members along with the teacher/mentor should be able to review all documents, work on them in real-time and upload final copies.
5. Finally, your team will (do **teaching)** by **teaching a 44 min lesson during an Advisory Period** with the same teacher/mentor and students. You should provide the mentor/teacher a lesson plan prior to your arrival. A rubric will be provided to the teacher and the professor of who will record and evaluate you.

Research (Problem paper) Guidelines:
Each student will choose a topic from the list below. If the topic is already taken, the professor of record will assign you a topic. You will then be required to write 6-8 page paper that identifies a topic/problem common to middle level students. Text pages with tables or illustrations may be counted as part of the 6-8 page requirements. Furthermore, 12 pt Times New Roman font should be utilized. Students will utilize the format style in the *APA's Publication Manual of the American Psychological Association, Sixth Edition*.

Construct a narrative that reflects the details of the research literature, background information, current trends, suggestions for intervention or resolution, and (**at the end**) the writer's opinions about the particular problem.

Your paper must be submitted online as an electronic attachment in a word document, rich text, or pdf. Please do not submit any assignments in Word Perfect or MS Works format. Appropriate grammar and spelling is expected. (100) points total:

- APA: 6th edition (10 pts.)
- Title page: title of paper, your name, my name, & date (5 pts.)
- Introduction: explain why this topic is important (20 pts.) (1 page minimum)
- Literature Review: what does the research suggest about background information, current trends, suggestions for intervention or resolution, or other things that may be specific to your topic. Cite your research frequently (30 pts.) (3-4 pages minimum) (Keep personal comments or opinions out of this section!)
- Conclusion): What do you think? How might this emerge in your classroom? What would be your responses? How does what you learned impact your ideas? How can you apply you learned to your own classroom? (20 points) (2-3 pages minimum)
- Reference: A minimum of 10 sources (7 of which were published within the last 10 years) that are published in scholarly journals. An article counts as "1" source; books, depending on length, count for more than "1" source (for example, a 200 page book can count for, say, 4-6 sources, but get it approved first!). If it is a scholarly journal that is published online, it must have author, journal name, journal issue, year, etc. (If the online journal does not have these, then it cannot be used.) (15pts.) ➔ Use only scholarly sources such as Educational Leadership, Phi Delta Kappan, Middle School Journal, Adolescent Journal of Reading, etc. DO NOT USE DIGESTS. Sources such as Instructor, Teacher, Time, Oprah, U.S. News and World Reports, Newsweek, Consumer Reports are not scholarly, peer-reviewed journals and are not appropriate.
- Use of mechanics is critical in writing so please proof for grammar/spelling throughout the paper (10)

Plagiarism and Standards of Student Conduct
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. In short, plagiarism is the process of copying another person's idea or written work and claiming it as your own. "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. Please ask me questions if you are confused.
Although undergraduate and graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program is to provide a "spiral curriculum". The class assignments submitted by both undergraduate and graduate students must provide evidence of growth and advancement by building upon, but not duplicating, prior coursework, projects, experiences, or materials.

For assistance with APA style, check out the following websites below:

Owl at Purdue, APA formats
Owl Ref. List -- periodicals
Owl Ref. List -- books
http://citationmachine.net
http://webster.commnet.edu/apa/index.htm
www.easybib.com

TOPICS RELATING TO THE MIDDLE SCHOOL CHILD OR THE MIDDLE SCHOOL
Possible Problem Paper Topics as it relates to the Middle School Child:

1. alcoholism
2. pregnancy
3. anorexia
4. divorce/one parent families
5. violence in the school
6. **suicide among adolescents**
7. **self esteem**
8. drugs
9. gangs/teen cults
10. **cliques**
11. smoking
12. achievement
13. transition to high school/career choices
14. nutrition needs as a parent
15. exercise
16. sexually transmitted diseases (STD's) or bad?
17. charter school/Edison schools
18. teen cults
19. abuse
20. latch key kids
21. sexual harassment (teacher, peers)
22. inhalants
23. bulimia
24. **fitting in/peer pressure**
25. parental pressure
26. technology concerns
27. motivating middle school students
28. **obesity**
29. peer counseling
30. relating to the middle school student's
31. school uniforms
32. year-round schools
33. competitive sports in middle school-good or bad?
34. **depression**
35. **bullying**
36. **cyberbullying**
37. promiscuity

Oral Expert Presentation of Wiki. Wordle, Problem Paper
Electronic format of oral presentation should be made available before class. Some examples could include an animoto, wordle, voki, prezi, power point, or a brief video clip summarizing your topic and/or research paper. Please review instructions for presentation in folder. During your presentation, you may add personal comments. Limit presentations to 10 minutes or if placed in a group; your group will be given 30 minutes to present. Be sure to allow 5 minutes for conclusion

Advance Teaming at the middle level:
Students will exhibit working in teams and demonstrate middle school teams throughout the semester while working collaborative in multiple settings.

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
MLE 4760-002: Student-Social/Emotional Development in the Middle Grades
Buzzard Hall-2440
Tues-7:00-9:30 p.m.

Any modification to this course outline may be made and is left at the discretion of the professor of record.

Date/Times	Topics/Assignments	Chapter/Page No.
Week 1 **August 20, 2013**	Course syllabus and expectations, demonstrations, group assignments, topics IC: **Social and Emotional Development Standards** Introduction to Adolescence Cont. • Psychodynamic(Sigmund Feud, Erik Erikson • Behavioral(B.F.Skinner, Albert Bandura) • Cognitive(Jean Piaget) • Contextual(Lev Vygostsky, Urie Bronfenbrenner Evolutionary	Adolescence H.W. Read Ch.1-p.1-35 HW: Current Event-Due August 27, 2013 HW: Bio/Introduction-Due August 27, 2013
Week 2 **August 27, 2013**	**Review Current Events** **Share Bios** **Sign up for Problems Paper Topics** **Choose Advisory Partners** IC: Introduction to Adolescence Cont. Model Advisory lesson	Physical Development H.W. Read Ch.2-p.37-67
Week 3 **September 3, 2013**	**Relax Alert 1** IC: Physical Development • The Start of Puberty • The Body Changes: The Physical Transformations of Puberty • Heath and Wellness Obesity Anorexia Nervosa and Bulimia Self-harm, distorted body image Poor sleeping habits Model Advisory lesson ***Advisory Partner Expectations and Activities**	Cognitive Development H.W. Read Ch.3-p. 69-109
Week 4 **September 10, 2013**	**Relax Alert 2** IC: Cognitive Development • Intellectual Development • Intelligence: Determining Individual Strengths • Emotional Intelligence • Social Cognition: Thinking in a Social Context Model Advisory lesson ***Advisory Partner Activities**	Social Development H.W. Read Ch.4 –p.111-141 **HW: Technology Integration Due February 5, 2013** *Begin working on research paper- problems adolescents face
Week 5 **September 17, 2013**	**Relax Alert 3 & 4** **Technology Integration DUE!** (Library Visit) E-Classrm	***Relax Alert D2L*** Self and Identity H.W. Read Ch. 5-p. 142-173

	Social Development: Adolescent Roles, Personality and Morality • The Social Transitions of Adolescence Rites of Passage • Personality Development • Moral Development in Adolescence: Treating Others Fairly Kohlberg's Approach Gilligan's Approach Model Advisory lesson	***Journal Articles Review (See samples provided) Due September 24, 2013.** *Continue working on research paper-problems adolescents' face
Week 6 September 24, 2013	**Relax Alert 5** IC: Self and Identity • Identity: Asking "Who Am I?" Identity vs. Role Confusion(Eric Erikson) • Self-Esteem: Evaluating The Self • Emotional Development Model Advisory lesson **Advisory Partner Activities** **Journal Articles DUE!**	H.W. Read Ch.6-p.174-209 *Continue working on research paper-problems adolescents' face
Week 7 October 1, 2013	**Relax Alert 6** IC: Adolescents and Their Families • Conflict, Autonomy, and Attachment • Parenting: Raising, Adolescent in the 21st Century Single Parent Families Divorce Families Multigenerational Families Blended Families: Living with Stepparents and Stepsiblings Families with Gay and Lesbian Parents Race, Ethnicity and Family Life • Adolescents and The Diversity of Their Families Model Advisory lesson **Advisory Partner Activities**	H.W. Read Ch. 7 p. Ch. 211-243 *Continue working on research paper-problems adolescents face
Week 8 October 8, 2013	**Mid-Term-Research Paper: Problem's Adolescents Face DUE!** **Research Expert Presentations Uploaded Electronically.**	Work on **Peer Critique of Expert Page submitted Electronically Due October 15, 2013**
October 11, 2013	**Fall Break-3rd Annual Bullying Conference**	
Week 9 October 15, 2013	**Relax Alert-Reflections on Conference** IC: Peers • Connections with Peers Sex Cleavage: Gender and Peers Race Segregation: The Great Divide • Peer Groups Cliques: Belonging in a Group(Peer pressure, risk-taking) Online Social Networks: Cyberspace Peers • Popularity Rejected Adolescents(Bullying) Teaching Social Competence Model Advisory lesson	Intimacy Read Chapter Ch.8-p.245-275 Adolescent Sexuality H.W. Read Ch.9-p.277-309

	Advisory Partner (IC) Practice **Peer Critique of Expert Page Due!**	
Week 10 **October 22, 2013**	**Relax Alert 7 & 8** IC: Intimacy • Intimacy and Adolescents Sullivan's Interpersonal Development Erickson's Approach to Intimacy • Friends Conflict and Friendships Social Isolation Emotional Isolation • Romance and Dating Steinberg's Triangular Theory: The Three Faces of Love Model Advisory lesson **Advisory Partner (IC)Practice**	Schooling, Education and Society H.W. Read Ch.10-311-347 Prepare for **RELEVANT LEARNING EXPERIENCE** **Partner Advisory Unit Due November 12, 2013**
Week 11 **October 29, 2013**	**Relax Alert 9 & 10** Schooling, Education and Society • The Impact of Schools on Adolescents: The Structure of Education The transition from elementary school The middle school movement (Organization of middle school curriculum) Research on the success of middle schools Home schoolings: An alternative to traditional schooling • School Performance Socio-economic status and school performance Ethnic and racial difference in school achievement Special population of boys Expectations effects: How teachers' expectations influence their students Dropping out of school Education adolescents with special needs(inclusion, mainstreaming, and teaching exceptional students). Differentiation and Assessment in middle school • Beyond High School: The Pursuit of Higher Education Who goes to college? Gender in the classroom Overcoming gender and racial barriers to achievement Model Advisory lesson	**RELEVANT LEARNING EXPERIENCE** **Partner Advisory Unit Due November 12, 2013**
Week 12 **November 5, 2013**	**IC: No Class- Work on your Partner Advisory Unit work outside of class to complete advisory units.**	
Week 13 **November 12, 2013**	**ALL Partner Advisory/Exemplary-Horizon School Models and Teaming in Units DUE!** **Advisory Relevant Learning Experience	H.W. Read Ch.11 349-412 and HW. Read Ch. 12-382-413

	Advisory Presentations Begin	
*****November 12-Dec 3**	**ADVISORY or ENRICHMENT LESSON (MINI-LESSON) AND 44 MIN. LESSONS DURING THE THREE FINAL WEEKS** **(Final two guidelines of MAPS)**	**Write Reflective Comments and place in drop box**
Week 14 **November 19, 2013**	**Relax Alerts 11 & 12** **IC:** Chapter 12 Culture and Diversity Culture and Diversity • Culture and Adolescence Adolescent culture Acculturation: When cultures collide Developing an ethnic identity • The Diversity of Adolescence Immigration Racial and ethic minority adolescents: Who are they? Poor adolescents: The impact of socioeconomic status and poverty on adolescents • Prejudice and Discrimination Prejudice, stereotypes, and discrimination: The foundation of hate The roots of prejudice Sexism: Prejudice and gender Racism: Hatred in color Model Advisory lesson **Advisory Relevant Learning Experience **Advisory Presentations Cont.**	HW: Read Ch. 13 p. 414-443
Week 15 **November 25-29**	**THANKSGIVING BREAK**	
Week 16 **December 3**	Adolescent Problems • Categorizing Adolescents Difficulties • Externalizing Difficulties Juvenile Delinquency School Violence Substance Use and Abuse in Adolescence Runaways and Throwaways: Leaving Home Internalizing Problems in Adolescence Adolescent Depression Adolescent Suicide Adolescent Abuse: Physical, Sexual and Psychological Model Advisory lesson **PANEL DISCUSSION-GUEST**	Chapter 13-Adolescent Problems **Assignment on Desire2 Learn-Discussion Board** **Prepare for final exam-**Check Desire 2 Learn
Week 17 **December 10, 2013**	**Final Exam 7:30-9:30** **(MAPS Reflective Experience as the Capstone of Advisory)** **Advisory Relevant Learning Experience	

Middle Level Educators' Club (MLEC)
MLEC Meeting Dates:

It is important to have documentation for all meetings/professional conferences/participation
$6 per semester (MLEC) or $10 per year (MLEC)
$25 AIMS

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) 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 130