MLE 3110
CURRICULUM AND INSTRUCTION
IN THE
MIDDLE/JUNIOR HIGH SCHOOL
(3-1-3)
Early Childhood, Elementary, and Middle Level
Theme: Educator as Creator of Effective Educational Environments:
Integrating Students, Subjects, Strategies, and Societies

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Class meets in BB1121—M (4-6:30 p.m.)

Course Description: Overview of the early adolescent, historical development of middle/junior high education, curriculum and organizational patterns, planning for instruction and the teacher's role in middle/junior high school. Fifteen clock hours of participation.
Prerequisites: ELE2000 and ELE 2320. Prior or concurrent enrollment in Psychology 3521 is recommended.

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

Textbooks:

Model of Teaching: Inductive Model (Joyce & Weil, 1972). This model, developed by Hilda Taba, was designed to help students improve their ability to categorize and to use categories. Three cognitive tasks are included in this strategy:
1. Concept formation that includes identifying and enumerating data, grouping data, and developing categories and labels for the groups.
2. Interpreting, inferring, and generalizing data.
3. Applying principles to explain new phenomena, or predicting consequences. This model was promoted specifically to develop, improve, and increase thinking capacity.

Outcomes Specific to this Course:
Provide for the uniqueness of individuals, and foster appreciation for those differences.
Strive to model and develop in students intellectual, social, ethical, and moral skills and behaviors.
Perform successfully within the social and political contexts of schools and community.
Design instruction and evaluation to promote a healthy self-concept in students.
Demonstrate alternative methods of achieving similar learning outcomes.
Emphasize higher-order, critical thinking, and creativity.

Course Goals:
1. Students will understand the middle/junior high learners and the unique school that should exist to respond to their needs.
2. Students will develop an awareness of the physical, social-emotional, and intellectual growth taking place during the middle/junior high school years.
3. Students will be aware of the tremendous problems facing this age group: drugs, alcohol, sex, crime, single parent homes, pregnancy, and low self-esteem.
4. Students will be able to develop topics for academic growth that will help lessen these problems and make provisions for each student.
Course Requirements and Demonstrated Competencies are Aligned with the Standards:

Illinois Professional Teaching Standards: (IPTS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_jpts.pdf

Illinois Core Technology Standards: (ICTS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf

Illinois Core Language Arts Standards: (ICLAS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf

Association for Childhood Education International (ACEI):
http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

International Society of Technology in Education Standards (ISTE) (I,III,V)

Technology Objectives: To include proven research and hands-on activities utilizing appropriate software to teach in the content area and writing across the curriculum. Upon the completion of this course students will be able to:

- Understand the importance of using technology to teach multiple intelligences while teaching reading and writing.
- Encourage creative thinking by implementing technology and the use of tools in the classroom.
- To use technology to enhance lesson plans (i.e. Inspiration, Kidspiration).

Dispositions: Teacher 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 atmosphere for learning.

Dispositions include:

1. Interaction with Students (IWS)—Interaction with students encompasses those behaviors that evidence the candidate’s regard for the learners. This include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

2. Professional Ethics and Practices (PEP)—Professional ethics and practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming and timeliness, not only in arrival and departure, but in completion of tasks. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in the dispositional category.

3. Effective Communication (EC)—Easily identified as a skill domain, effective communication within a dispositional framework refers to one’s regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students. Honorable and non-judgmental professional discourse, especially in relation to the candidates’ progress, is essential for growth. Effective communication considers the audience as well as the message.

4. Planning and Teaching for Student Learning (PTSL)—Planning and teaching for student learning in the dispositional arena refers to the beliefs about student learning and how these are evidenced in the acts of planning and teaching. Positive dispositions in this area are reflected in rich and varied teaching approaches.

5. Sensitivity to Diversity and Equity (SDE)—Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.
COURSE REQUIREMENTS:

All work is due on the date specified in order to receive full credit. A point is taken off each day an assignment is late. 
No late work will be accepted after one week.

1. Attendance and active participation are essential. (5 points taken off for every absence regardless of the reason.)

2. Lesson Plan: Prepare a lesson plan demonstrating the essential components necessary to be an effective middle school teacher.

3. Reaction paper to two videos. Each should be a minimum of one page and handed in the class period following showing of the video. (3 paragraphs--what you saw, how it could apply to your classroom, and overall critique of the video. Video reviews should be typed.

4. Design and present in class a two-week core unit. EVERYTHING YOU NEED TO TEACH THIS UNIT SHOULD BE INCORPORATED INTO THE UNIT. (worksheets, tests, quizzes, presentation rubric, etc.)

The unit should contain the following:
1. Design a cover page (inside the notebook, with the name of the unit and your name on it) (5)
2. Table of Contents (10)
3. Illinois state goals (put on separate page at the beginning of the unit and incorporate into unit) (10)
4. Rationale of why this unit is important for students to learn (put on a separate page after the Illinois goals) (5)
5. Objectives for each day/lesson plans for each day, implementation procedures, materials needed (20)
6. Assessment tools (3 minimum) (10) (Make sure all tests, worksheets, and other materials have answer keys.)
7. Rubric for entire unit (10)
8. Bibliography of materials and sources (5 minimum--only 2 may be internet sources) (10)
9. Power Point presentation (20 pts.) (10-12 slides--theme, rationale, sources, main topics covered, grading)

5. Locate 5 WWW sites about your area of concentration. Give the Internet address, Tell why this site is appropriate, and incorporate into your unit plan. These sites may be for the student to use or it may be a teacher resource. (Put these sites on a separate page in the unit as well as within the body of the unit).

6. Present to the class a group presentation about one component of the middle school. (interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping practices, academic enrichment. This should be a 30-45 minute presentation. You need a lesson plan for the instructor, group participation for the class, and a handout for each class member.)

7. Develop and describe the discipline plan you will use in your classroom. Include the model(s) you can use. Tell which parts of at least 2 models you will use in your discipline plan.

Be sure you include the following: 1. Your goals/rules of class
2. Implementation procedures
3. Reward system (if used)
4. Consequence system if students fail to meet stated goals

This should be a maximum of 4 type written pages.

Prepare and discuss with the class a poster with your classroom rules and other expectations.

8. Prepare a group presentation about one discipline methodology from the text, Building Classroom Discipline.

This should be a 30-45 minute presentation. You need a lesson plan of the presentation for the instructor and a handout for each class member. Discuss the components, strengths, and weaknesses.

9. Teacher Interview: Choose a middle school teacher to interview who has a Master’s Degree in Education or who has been teaching at a middle school level for over 5 years. Discuss the most valuable lessons learned, classroom management strategies employed, and the advice he/she would give to a pre-service teachers. Type a three page reflection on your experience.
10. Attendance/participation 60 pts.
   Mini-lesson presentation 20 pts.
   Unit (80 for unit, 20 for power pt. Presentation) 100 pts.
   Web Sites in Unit(5) 20 pts.
   Reaction papers to Videos(10 pts. each) 30 pts.
   Discipline plan/presentation 40 pts.
   Group presentation (components of a middle school) 40 pts.
   Group presentation (Discipline presentation from text) 40 pts.
   Teacher interview 35 pts.
   Mid Term and Final 100 pts.

   Approximately 485 pts.

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We have two texts:
Teaching and Learning in the Middle Grades
Building Classroom Discipline

We will be using Text 1 during the first half of the semester and Text 2 during the last half of the semester. Please make
sure to bring your text with you to class and answer the questions listed in the syllabus for each class session.
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COURSE SCHEDULE:

Mon., Jan. 7  Syllabus, Schedule/Due Dates, EIU lesson plan
              Get Acquainted Activity, Your junior high/middle school years
              Text: Teaching and Learning in the Middle Grades
              Chapter #1/#2: Introduction/ Young Adolescent Development

Mon., Jan. 14  Model a teaching lesson for the class
               Text: Teaching and Learning in the Middle Grades
               Chapter #7: Instructional Planning: Lesson Planning
               Chapter #4: Middle Grades Content

Mon., Jan. 21  No Class—Martin Luther King, Jr.'s birthday

Mon., Jan. 28  Chapter #5: Teachers as Decision Makers
               WHAT IS TEAMING?

Mon., Feb. 4   Mini-Lesson Presentations (6)
               Chapter #6: Instructional Planning: Yearly, Unit, Weekly, Daily
               WHAT IS INTERDISCIPLINARY INSTRUCTION?

Mon., Feb. 11  Chapter #8: Assessment
               *Turn in a complete lesson plan.
               WHAT IS SCHEDULING—BLOCK AND FLEXIBLE?
               Mini-Lesson Presentations (6)

Mon., Feb. 18  Chapter #3: Providing for Individual Differences
               WHAT IS ADVISORY/EXPLORATORY/ACADEMIC ENRICHMENT?
               Mini-Lesson Presentations (6)

Mon., Feb. 25  Chapter #9: Using Technology to Improve Instruction
               Mini-Lesson Presentations (6)

Mon., Mar. 3   Test #1—BRING PLENTY OF PAPER TO CLASS ON WHICH TO WRITE
Mon. Mar. 10-14  SPRING BREAK

Mon., Mar.17  Chapter #10: Teacher-Centered and Teacher-Assisted Strategies

Mon., Mar. 24  Chapter #14: Classroom Management
Work in groups on individual discipline presentations
Video on “Discipline”
Unit Presentation—due the day you present (1-6)

Mon., Mar. 31  Chapter #12: Classroom Questions
Discuss Discipline Presentations
Work in Groups for Presentation
Unit presentations—due the day you present (7-12)

Mon., Apr. 7  Chapter #13: Student-Centered Learning Environment
Group Work on Discipline Presentations
Unit presentations—due the day you present (8-18)

Mon., Apr. 14  Chapter #11: Peer-Assisted and Student-Centered Strategies
Discipline Presentations: Groups 1,2,3,4

Mon., Apr. 21  Discipline Presentations: Groups 5,6,7,8
Assessment Video

Mon., Apr. 28  Unit Presentations (due the day you present) (19-24)
Video: Cross Subject Teaching
Discipline Presentations/Show Poster and Discuss
Discipline Plan is due—Hand out take home final

Mon., May 5  Hand in Take Home Final Exam--Due: 5:15 p.m.

References for MLE Classes


National Middle School Association. (2003). *This we believe: Successful schools for young adolescents.* Westerville, OH; Author.
