

**CIEP 351: Curriculum and Teaching in the Middle School**

**Loyola University Chicago**

**Spring 2011**

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<b>Office Hours:</b>	By appointment	<b>Course Meeting:</b>	Mondays 1:05-3:35 Cudahy 318

**Required Texts**

Powell, S.D., (2011). *Introduction to Middle School*. Upper Saddle River, NJ: Pearson.

Perlstein, L. (2003). *Not much just chillin': The hidden lives of middle schoolers*.  
New York, NY: Ballantine Books.

Walsh, D. (2004). *Why do they act that way? A survival guide to the adolescent brain for  
You and your teen*. New York, NY: Free Press.

Selected Case Studies will be posted on BlackBoard.

Your class has a corresponding website which candidates **MUST** access by the second week of class. The website is:  
<http://www.blackboard.luc.edu/>

\* Additional supplemental readings may be added at the instructor's discretion.

**Recommended Texts**

Wormeli, Rick. (2003). *Day One and Beyond*. Portland, ME: Stenhouse Publishers.

**References:**

- Atwell, N. (1998). *In the middle: New understanding about writing, reading, and Learning*. Portsmouth, NH: Heinemann.
- Gersten, R., Baker, S.K. & Smith-Johnson, J. (Spring, 2006). Eyes on the prize: Teaching Complex historical content to middle school students with learning disabilities. *Exceptional Children*, 72(3), 264-
- Jackson, A.W. & Davis, G.A. (2000). *Turning points 2000; Educating adolescents In the twenty first century*. New York: Teachers College Press.
- Kellough, R.D. & Carjuzaa, J. (2006). *Teaching in the middle and secondary school*. (eighth edition). Upper Saddle river, NJ: Merrill Prentice Hall.
- Manning, M.L. & Bucher, K.T. (2005). *Teaching in the middle school*. (second edition). Upper Saddle River, NJ: Merrill Prentice Hall..
- Mastropieri, M.A., Scruggs, T.E. & Norland, J.J. ( Fall, 2006). Differentiated curriculum Enhancement in inclusive middle school science: Effects on classroom and High-stakes tests. *Journal of Special Education*, 40(3), 130-
- Mires, P.B. (July/August, 2006). Lines. *Journal of Geography*, 105(4), 182-185.
- National Middle School Association. (2003). *This we believe: Successful Schools for Young adolescents*. Westerville, OH: National Middle School Association.
- Shippen, M.E., Houchins, D.E., Calhoun, M.B., Furlow, C.F. & Sartor, D.L. (Nov/Dec., 2006). The effects of comprehensive school reform models in reading for urban middle school students with disabilities. *Remedial and Special Education*, 27(6), 322-329.

- Smith, M.W. & Wilhelm, J.D. (2006). *Going with the flow: How to engage boys and girls in their literacy learning*. Portsmouth, NH: Heinemann.
- Spielhagen, F.R. (Summer, 2006). Closing the achievement gap in math: Considering 8th Grade Algebra for all students. *American Secondary Education*, 34(3), 2-4.
- Watson, C.R. (1997). *Middle school case studies*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Wilhelm, J.D. (1997). *You gotta be the book: teaching engaged and reflective reading with adolescents*. Urbana, IL: National Council of Teachers of English.
- Wiles, J., Bondi, J. & Wiles, M. Tillier. (2006). *The essential middle school*. (fourth Edition). Upper Saddle River, NJ: Merrill Prentice Hall.
- Woodward, J. & Brown, C. (Fall, 2006), Meeting the curriculum needs of academically low achieving students in middle school mathematics. *Journal of Special Education*, 40(3), 151-

### **Teacher Preparation Standards**

Below are the program standards met in this class set forth by the National Middle School Association (NMSA) regarding requirements for teacher preparation courses.

#### ***Standard 1. Young Adolescent Development***

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

##### *Knowledge*

Middle level masters candidates:

- Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
- Have an in-depth knowledge of a wide variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.

#### ***Standard 2. Middle Level Philosophy and School Organization***

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

##### *Knowledge*

Middle level masters candidates:

- Have a comprehensive understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
- Comprehend the rationale and characteristic components of developmentally responsive middle level schools.

#### ***Standard 3. Middle Level Curriculum and Assessment***

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

##### *Knowledge*

Middle level masters candidates:

- Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
- Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.

- Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.

#### ***Standard 4. Middle Level Teaching Fields***

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

##### *Knowledge*

Middle level masters candidates:

- Know how to use content knowledge to make interdisciplinary connections.
- Are knowledgeable about teaching and assessment strategies that are effective in their teaching fields.

#### ***Standard 5. Middle Level Instruction and Assessment***

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

##### *Knowledge*

Middle level masters candidates:

- Understand the principles of instruction and assessment, including the theories and research that support them.
- Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
- Understand that teaching higher order thinking skills is an integral part of instruction and assessment.
- Understand ways to teach core concepts, skills of inquiry, problem solving, collaboration, and communication to all young adolescents.
- Know how to evaluate the effectiveness of teaching, learning, and assessment strategies.
- Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
- Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.
- Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
- Understand and analyze the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).

#### ***Standard 6. Family and Community Involvement***

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

##### *Knowledge*

Middle level masters candidates:

- Have a comprehensive understanding of ways prior learning, differing experiences, and family and cultural backgrounds influence the learning of all young adolescents.
- Understand that middle level schools are organizations within a larger community context and are aware of the implications of these relationships for effective teaching and learning.

#### ***Standard 7. Middle Level Professional Roles***

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

##### *Knowledge*

Middle level masters candidates:

- Understand their role as middle level education professionals.
- Understand the importance of their influence on all young adolescents.
- Understand their responsibility for upholding high professional standards (e.g., school, community).
- Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
- Are knowledgeable about the skills of research/data based decision

### **The Mission of the Loyola University Chicago, School of Education:**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

### **Course Description:**

The purpose of this course is to help candidates construct a conceptual framework within which they can effectively respond to the needs of middle school students. Specifically candidates will learn about the middle level philosophy with its emphasis on developing educational programs that both challenge young people intellectually and respond to the developmental and social/emotional needs of students age ten through fourteen. The structure and curriculum of the typical middle level school will be critiqued. Students will demonstrate their understanding of middle level education by completing a shadow study, researching theories of instruction, and collaboratively developing an integrated interdisciplinary unit of instruction. Class time will be broken up into activities based on the readings (Whole Group Discussion, Case Study Group Work, Unit Group Work, and Discussion Circles).

### **Conceptual Framework**

The conceptual framework of the School of Education is “Professionalism in Service of Social Justice.” This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the school of education and the framework can be found online at: <http://www.luc.edu/schools/education/programs/>.

### **Conceptual Framework Standards:**

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF5: Candidates demonstrate technological knowledge and skills which enhance education.

### **Framework Domains Include:**

*Context, Critical Thought and Reflection:* Candidates will look at how the structure and context of middle schools either succeed or fail at meeting the developmental needs of young adolescents.

*Experience and Action:* Students will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work to concrete situations in a clinical setting.

*Authentic Assessment:* Students will be provided with feedback from multiple sources (e.g., feedback from peers, course activities). Through collaborative activities and lesson plan development, students will develop permanent

products of their learning that can be used to: (a) assess the effectiveness of the course, and (b) provide content for the student's professional portfolio.

All domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

### **Course Objectives:**

Upon completion of this course candidates will demonstrate the ability to:

1. Differentiate between a junior high and a middle school philosophy.
2. Develop a rationale for developmentally responsive middle schools
3. Identify structural and philosophical barriers to establishing responsive middle schools
4. Identify how young adolescents learn best
5. Explain how early adolescence, a period of great growth, enormous change, and variability, when individual variability is the norm, influences the way that middle schools are structured and designed
6. Explain how the physical, social/emotional and intellectual development of boys and girls differ during early adolescence
7. Describe how the middle school curriculum should look
8. Develop a thematic unit
9. Examine issues related to different collaborative learning arrangements and specifically look at the problems associated with tracking in middle schools
10. Explain the value of service learning for middle schoolers
11. Articulate different theories of classroom management or discipline
12. Examine issues around teaming in middle schools
13. Explain ethnic identity formation
14. Explain the use of advisories in exemplary middle schools
15. Explain how to develop a partnership with parents of middle level students

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

I wish to fully include individuals with disabilities in this course. Please let me know by the second week in class if you need any accommodation in the curriculum, instruction, or assessment of this course.

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university

qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

**Required use of technology**

The candidate will log on to blackboard (blackboard.luc.edu) and monitor e-mail and announcements that are posted to our class site. Throughout the course students will also do internet research using educational databases and access and use LiveText.

**Diversity**

Throughout the course, students will look at the research on middle schoolers who are persons of color and the experiences they have in middle schools across the U.S., especially in urban settings. Although respecting diversity in our society is a responsibility for all citizens, it is imperative for pre-service teachers to understand the myriad of concerns and challenges facing today's students. These concerns and challenges include, but are not limited to, socio-economics, gender, race, religion, and language acquisition. It is also important to note that equality does not assure equity.

**Evaluation Procedures:**

**Individual Assessments**

**1. Participation:** Candidates are required to complete tasks and to participate actively in class discussions and assigned small-group projects (Each class students will be assigned group tasks). Class only works when students arrive having read and thought about weekly assignments. Candidates are to demonstrate respect for diverse perspectives and viewpoints and are encouraged to raise questions for clarification to extend their knowledge and understanding.

**Reading is to be done prior to class.** When you are assigned a reading selection, you are expected to come to class having carefully read the selection, and to be prepared with comments and/or questions that evince your familiarity with the material. Each class member should plan to participate actively in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Chronic tardies and absences will impact the final grade. Anyone who misses more than two classes for any reason cannot earn an "A" in the class (15 points).

**Professionalism Rubric  
(Attendance & Participation)**

<b>Attendance</b>	Misses 2 or more sessions OR frequently late for/leaves early from sessions  0-1	Misses 1 class session OR late for/leaves early for 2 sessions  2-3	Late for class OR leaves early for one occasion  4	Attends all class sessions from start to finish  5
<b>Participation</b>	Often not engaged in activities and/or detracts from	Often passive in class activities but makes some contributions to	Actively contributes to activities and group dynamics	Strong idea generator and/or facilitator in class activities

	group process 0-5	group processes 6-7	8	10
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**2. Article and Presentation (30 points, rubric provided):** Candidates will select a research article from a peer-reviewed journal that focuses on one aspect of middle school pedagogy. The article should be either a research article or some type of scholarly presentation, as opposed to an article from the popular press. That is, do not use an article from *Cosmopolitan* or *O Magazine*, for example. Articles should present research on specific teaching strategies or academic interventions (e.g., reading, math, writing, science, social skills, study skills) for middle school students.

- Candidates will produce a written summary of each article according to the format provided below. Your paper should summarize the main point(s) of the article and briefly provide background, supporting research, or methodology that have led the author(s) to their conclusion. You should also provide your own reaction to the paper, perhaps in the form of a question or questions that it raises for you, or in the form of an argument that you might mount against a position taken in the paper. **Candidates will provide copies of the article and their written summary to the professor.**
- **Candidates will make a 10 minute presentation** on the intervention/strategy to the class, and facilitate a discussion around the effectiveness of the intervention/strategy (presentation format can follow the written summary format or creativity is welcome) and make connections to middle school theory, development, curriculum, and personal experiences.
- **The following are examples of appropriate publications:**  
*Middle School Journal* NMSA  
*Phi Delta Kappan* Phi Delta Kappa  
*Journal of Youth and Adolescence*  
*Journal of Early Adolescence*  
*Middle Ground* NMSA  
*Educational Leadership* ASCD  
*Journal of Adolescent Research*

Written Summary Format:

*Section 1: Journal & Article Identification (Weighted X 1)*

An APA formatted citation that includes the name of the journal, month & year of publication for the selected article, authors of the selected article, and page numbers.

*Section 2: Problem Statement (Weighted X 1)*

Describe the problem investigated/research topic of the article. Summarize the background research the authors provide to the reader.

*Section 3: Method of the Study (Weighted X 1)*

Describe how the authors studied the problem. Include in your summary specifics about the design of the study, who the participants were, how many participants were included, and which techniques/instruments/observations were used to document results.

*Section 4: Results of the Study (Weighted X 2)*

Summarize the results of the study. Highlight any positive outcomes and the conditions under which benefit was observed, as well as any examples/conditions under which little or no benefit was observed. Were there any limitations to the study? What questions came up as you read?

*Section 5: Classroom Implications/Applications of the Study (Weighted X 4)*

Describe classroom implications/applications the authors outline as well as any implications and applications you identified.

**CIEP 351: Curriculum and Teaching in the Middle School**

*CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.*

	<b>Target (3)</b>	<b>Acceptable (2)</b>	<b>Unacceptable (1)</b>
<b>Journal and article identification (x 1)</b>	Includes: Citation in correct APA format. Article was peer reviewed and came from journal focusing on middle school pedagogy.	Includes: Citation with less than two errors related to APA format. Article was peer reviewed and came from journal focusing on middle school pedagogy.	Missing: Citation in APA format with more than two errors. Article came from journal focusing on middle school pedagogy.
<b>Problem statement CF1 CEC 1 (x 1)</b>	Includes: Detailed description of the problem investigated & background research that establishes need for research.	Includes: Detailed description of the problem investigated only.	Missing: Failed to develop a problem statement or to establish background research.
<b>Method of the study CF1 (x 1)</b>	Includes: Detailed and organized description of researcher's design, participants, instruments of measurement, and intervention.	Includes: cursory description of the study's method with little detail.	Missing: Misunderstood or misstated the researcher's methods and design.
<b>Results of the study CF1 (x 2)</b>	Includes: Detailed and organized description of results of the study. Fielded questions about the article.	Includes: cursory summary of study's results. Fielded questions about the article.	Missing: Summary of results was incomplete or misleading. No questions presented.
<b>Classroom applications of the study CF1 CEC 1 (x 4)</b>	Includes: Thorough, organized statements beyond implications offered by authors to comment from own experience or theory base. Made connections.	Includes: Statements strictly paraphrase the implications given by authors. Made connections.	Missing: Had difficulty locating the implications of article and correctly summarizing; could not add own comments on usefulness of information.
<b>Written product (x 1)</b>	Includes: Written report free of spelling and grammatical errors, uses APA format correctly. Presented professor with copy of article.	Includes: Written report with few grammatical or APA formatting errors. Presented professor with copy of article.	Missing: Disorganized, poorly written product with many spelling and grammatical errors. Copy of article not presented to professor.

Total Points \_\_\_\_\_

**3. Shadow Study/Essay:** Candidates will follow the format given and observe the responses and interactions of one adolescent for a full academic day. The subject of the study does not have to be the student that the candidate will focus on for the full case study. A follow-up interview with the student is recommended. The candidate then synthesizes the information gathered and produces a written summary in essay form. **(60 points)**

Initial steps:

- Identify a focus. Some questions we hope to answer by doing a shadow study include these - How do adolescents learn? Deal with problems? React to mistakes? Get along with others? What do they talk about? What is school like for them? Does school attempt to meet the multiple needs of adolescents? Make arrangements. Select a student who interests you for some reason. Or ask the teacher to recommend a student. In either case, let the teacher know that you will be doing this study and that you cannot take on any tasks that day since all your attention will be devoted to the research. If you will be in other classrooms during the day, make sure that those teachers know ahead of time who you are and why you will be doing the study. You may keep the student's identity to yourself. It is also best that the student not know that s/he is the subject of a study, since that will interfere with the naturalness of his/her behavior and skew your observations.
- If, during your observations, a student asks, "Are you watching me?" or, "Are you watching Jeremy?" tell them, "Yes, I'm observing kids to see what they do and how they learn." (Optional addition: "If I have any questions when I'm done, may I ask you at the end of the day?") It's helpful to try to give the impression that you are watching many students and taking notes on several of them, to make the subject or his classmates less self-conscious about the process. Even if the subject does become awkwardly self-conscious, you can use those observations. Just be sure to include that information in your notes and take it into account as you write up your analysis.

The study:

- Keep in mind that you are only recording your observations, not your opinions. Be very careful to avoid speculation, theorizing, psychoanalyzing behavior, or making inferences. When you are not sure of what you're seeing, use "appears to be," or "seems." That way, you are reporting on your own belief when you do not know for sure about another's behavior. Try to be clear in your own mind when you know and when you only think you know.
- Start before school if you can. Observe in halls, even outside school, in all classes, if possible. Observation includes the employment of all senses. Listen carefully. You will probably need 3-6 record sheets with separate columns for time (at 5-10 minute intervals), behavior/activities, and impressions, comments, and questions. Underline those questions that you might ask your subject at the end of the day in a brief exit interview. Work diligently to mask identities. Use initials to refer to individuals. Keep confidentiality.
- At some point toward the end of the day, if you have not done so already, ask the student if you may ask him/her some questions about your observations at the end of the day. It may be helpful to tape this 5-10 minute session, so that you can concentrate on the student, and form some follow-up questions if you want. This is optional, but potentially informative. As soon as possible, review your notes. Make any additional notes while the events are still fresh in you mind.

The analysis:

- Write up your observations in a 2-3 page narrative, telling why you selected that child and painting a word portrait of the student. Do not use this tiny peek into a student's life in a school as a source of understanding of the larger questions you should address - questions that connect with what you are learning in this course. Some

questions that you might address might include these: What appears to work in this school for this kid? What does not? How does s/he fit in? Is s/he engaged? Is the school structured in such a way so as to meet this person's needs? Is the curriculum or the instruction apt for this student? Can you detect what this person's priorities are? How does s/he deal with problems? React to mistakes? Get along with others? What is school like for him/her?

- As most good research does, this study may serve to raise a number of questions for you - questions that may or may not be easily answered. If so, discuss those. Perhaps there are some matters you would like to follow up on if you could - more observations, further interviews, etc. You may discuss some of those if they seem important to you. Be sure that any claims and assertions you make are supported with evidence. You may want to draw some tentative conclusions. Just be sure you don't state them as sure facts unless you can back them up.
- Finally, be sure to remember to offer to share a copy of your analysis with the cooperating teacher. Hopefully, you will be able to find some common time to discuss your study together. **Submit your notes with your paper.**

**4. Clinical Log/Clinical Evaluation: On or before the final class, students will be responsible for turning in a clinical log and cooperating professional's evaluation (From Clinical Handbook). Students cannot pass CIEP 351 without having successfully completed clinicals (10 points, 5 each). Block II requires attendance at a clinical site for a period of ten weeks (two full days per week).**

**5. Interdisciplinary Micro-Teaching:** Students will deliver a mini-lesson to their peers and feedback will be received. This lesson should demonstrate what you have learned regarding practices and strategies that are best suited for middle school students. Students will be required to turn in a lesson plan for their mini-lesson **and it can be one that was part of their integrated or advisory unit.** Further details and micro-teaching rubric will be given in class and will be available on Blackboard. **(30 points)**

**6. Final Exam:** The final exam will be based on the readings and class discussions and will be submitted electronically to the instructor. **(45 points)**

### **Choice Pair/Group Assessments (Choose one of the following)**

**7. Advisory Unit:** Nothing says 'Middle School' more than an Advisory program. Students will work in groups (2-3 students) to research current advisory programs and put together a series of activities (at least ten lessons) that focus on high school/college/trade school prep for students, focusing on the organizational skills that students need to become successful adults. You should also include activities that promote social skills for young adolescents. You will present the activities to your fellow students and provide copies of lessons and activities. Time will be given in class to work on the unit **(70 points)**. Lesson plan and unit format will be provided and follow UDL guidelines.

**7. Integrated Unit:** Students will work in groups (2-3 students) to develop an integrated unit two weeks in length. The unit should minimally integrate science and language arts, align with state, national, or subject specific standards, and include daily activities and assessments. The topic selected should have enough depth to be sustained for two weeks and be relevant to middle level students. The unit should be universalized (UDL lesson plan format). The format and details of this assignment will be given in class and will be available on Blackboard. UDL format will be expected in completing this unit. **(70 points)**.

## Grading

Assignment/Assessment	Point Value
<i>Individual</i>	
Participation	15 points
Article/Presentation	30 points
Shadow Study	60 points
Clinical Log/Attendance	10 Points
Final	45 points
Micro-teaching	30 points
<i>Pair/Group (Choose One)</i>	
Advisory or Integrated Unit	70 points
Total	260 points

## Course point options

A total of 260 points is possible for the course.

Grade	Points
A	243-260
A-	234-242
B+	226-233
B	218-225
B-	208-217
C+	199-207
C	189-198
C-	182-188
D	156-181
F	Below-155

## Tentative Schedule

**\*\*Note: This is a tentative schedule and may change**

Date	Topic	Readings/Assignments To Be Read Prior To Class
1/24/11	Syllabus, Introduction, Begin Chapter 1- What is Middle School?  Video: Physical Growth and Development	Chapter 1 (Powell)
1/31/11	What is Middle School?  Development of Middle Level Learners  Making Sense of Adolescence  Video: Social and Emotional Development  Article Assignment Discussion	Chapter 1 (Powell)  Chapter 2 (Powell)  Chapter 1 (Walsh)

2/7/11	Structures of Middle School  A Guided Tour of Their Brains  Shadow Study/Interview Discussion  Case Study: Case of the Uncooperative Teammate	Chapter 6 (Powell)  Chapter 2 (Walsh)  Read Awareness Through Shadow Studies (Chapter from Stevenson)  <b>Article Due</b>  <b>Article Presentation in Groups</b>
2/14/11	Societal Context of Middle Level Education  Why Adolescents Are Impulsive  Case Study: Case of the Conflicting Team Philosophies  Advisory Unit Discussion	Chapter 5 (Powell)  Chapter 3 (Walsh)  <b>Perlstein "Autumn" Book Club</b>
2/21/11	Middle Grades Curriculum and Instruction  Risky Teens: Helping Teens Put On the Brakes  Case Study: Case of the Book-bound Teammate  Integrated Unit/Micro Teaching Discussion  Units Group Work	Chapter 7 (Powell)  Chapter 4 (Walsh)  Planning Pyramid Article (Schumm)
2/28/11	Middle Grades Instruction  Planning for Teaching and Learning  What We Have Here Is A Failure To Communicate  Video: Paper Clips	Chapter 8 (Powell)  Chapter 5 (Walsh)  <b>Shadow Study Due</b>
3/14/11	Middle Grades Instruction  Male And Female Brains  Case Study: Case of the Stubborn Teachers  Units Group Work	Chapter 8 (Powell)  Chapter 6 (Walsh)
3/21/11	Planning for Teaching and Learning  Love, Sex, and the Adolescent Brain	Chapter 10 (Powell)  Chapter 7 (Walsh)

	Units Group Work Video: Spellbound	<b>Perlstein “Winter” Book Club</b>
3/28/10	No Class	Group Time on Units
4/4/11	Maintaining a Positive, Productive Learning Environment  Monkey Wrenches in the brain: Alcohol, Tobacco, and Other Drugs  Units Group Work  Adolescent Poetry	Chapter 11 (Powell)  Chapter 8 (Walsh)
4/11/11		<b>Be ready to Micro-Teach!</b>  <b>Integrated/Advisory Unit Due</b>
4/18/11	Managing the Learning Environment  The Story Behind Tired Teens  Case Study: Case of Sexual Identity Crisis, Case of Multicultural Team, Case of the Gang Violence  Video: Current Issues I	Chapter 11 (Powell)  Chapter 10 (Walsh)
4/25/11	They Are All Our Children  Adolescent Mental Illness  Case Study: Case of the No-hat Rule  Video: Current Issues II  Pass out Final	Chapter 12 (Powell)  Chapter 11 (Walsh)  Select Research Articles  <b>Perlstein “Winter” Book Club</b>
5/2/11	Catch-up Time  The Psychological and Social Dimensions of Adolescence  Video: Finding Forester	Chapter 12 (Walsh)  <b>Share Advisory/Integrated Units</b>  <b>Clinical Log/Cooperating Professional Evaluation Due</b>
5/6/11	<b>Final Due Via E-Mail</b>	

