

EDISON STATE COLLEGE

Division of Baccalaureate and University Programs

COMMON COURSE SYLLABUS

PROFESSOR:

OFFICE LOCATION:

E-MAIL:

PHONE NUMBER:

OFFICE HOURS:

SEMESTER:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

EDM 3230 – MIDDLE GRADE CURRICULUM AND INSTRUCTION – BS – 3 CREDIT HOURS

This course is an introduction to the field of curriculum and instruction specifically for the middle grades teacher. Teacher candidates will examine the uniqueness of the middle school learner, the curriculum and the role and responsibilities of teaching including the role of special teachers, problems of individual learners and materials and strategies appropriate for the selected area of concentration. Course content includes curriculum and instructional strategies in middle grades (5-9) content areas. Teacher candidates will connect theory to practice through the creation, implementation and evaluation of meaningful and authentic lessons and experiences. This course requires a minimum of 5 hours in a 5-9 setting.

II. PREREQUISITES FOR THE COURSE:

Admission into the Bachelor of Science in Education program or special permission from the Associate Dean of the School of Education.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Foundations, Theories and Research Around Learning Styles
- Instructional Resources, Materials and Tools
- Formal and Informal Assessments
- Curriculum Integration
- Curriculum modifications for ESE and ELL Students

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCIES
The teacher candidate will analyze and evaluate the unique needs of the middle school learner.	Middle School Learner Project	CT
The teacher candidate will design learning modules that reflect varied, intellectual, cultural and social perspectives.	Lesson Plan: Social Justice/Diversity	
The teacher candidate will analyze and implement strategies to teach productively within diverse settings.	Final Exam Lesson Plan: Social Justice/Diversity	
The teacher candidate will plan and implement instruction that is developmentally appropriate and supports district-level standards and instructional plans.	Project-based Instructional Unit Lesson Plan: Social Justice/Diversity	COM
The teacher candidate will explore a variety of instructional strategies and models that include knowledge of a variety of resources, materials and tools.	Lesson Plans: Exploration Lesson Plan formats for the Middle Grades Project-based Instructional Unit	COM
The teacher candidate will prepare lesson plans that culminate in systematic curriculum integration.	Project-based Instructional Unit	COM
The teacher candidate will explore and utilize differentiated instruction, multiple intelligences, problem-based learning and other theories and best practices.	Final Exam Project-based Instructional Unit	COM
The teacher candidate will prepare or adapt lessons to meet the needs of ELL and ESE learners.	Exploration Lesson Plan formats for the Middle Grades Project-based Instructional Unit	COM

SPECIFIC COURSE COMPETENCIES:

CRITICAL TASK ASSIGNMENTS AND/OR ASSESSMENTS

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC – Florida Subject Area Competencies and Skills

FEAP – Florida Educator Accomplished Practices

PEC – Professional Education Competencies

ESOL P.S. – English Speaker of Other Languages Performance Standards

ESOL K-12 – English Speakers of Other Languages K-12 Competencies

** The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

COURSE	FSAC	CRITICAL TASKS	FEAP/PEC	READING	ESOL PERFORMANCE STANDARDS	ESOL K-12 COMPETENCIES	GEN. ED. COMP
EDM 3230 Middle Grade Curriculum and Instruction		Middle School Learner Project	2.c				CT
		Social Justice/Diversity Lesson Plan	5.a		4.2, 14.3, 16.2	3,6	
		Exploration Lesson Plan formats for the Middle Grades	10.a		4.2, 14.3, 16.2	3,6	
		Project-based Instructional Unit	9.d		4.2, 14.3, 16.2	3,6	COM

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Middle Grades Language Arts, Middle Grades Science, Middle Grades Mathematics, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children’s Education International. Standards for

the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the college’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments, such as class participation, tests, homework assignments, make-up procedures, etc.

MIDDLE SCHOOL LEARNER PROJECT

Teacher candidates will conduct research using five primary sources to better understand the unique qualities of the middle school learner. After researching, teacher candidates will interview two middle school educators and three middle school students to gain more insight into understanding middle school learners and developing curriculum that will engage students in grades 5-9. Teacher candidates will compile the data gained both from the research and interviews to create a paper that grapples with the complex issues of teaching this developmental age. A summary of each interview and journal article will be included as well as an analysis and implications of the information obtained. APA format should be used.

LESSON PLAN: SOCIAL JUSTICE/DIVERSITY

Based on the “Middle School Learner Project,” teacher candidates can either create an original lesson or adapt a current lesson plan to infuse either an area of diversity education or a social justice issue that they feel is needed in the middle school curriculum. The lesson plan should include at the minimum, the goal of the lesson with the social justice issue or area of diversity explicitly connected, learning objectives and their alignment to the Sunshine State Standards, materials, activities and how the lesson will be assessed although the particular assessment does not need to be included.

LESSON PLANS: EXPLORATION OF LESSON PLAN FORMATS FOR THE MIDDLE GRADES

Teacher candidates will create five (5) lesson plans for their area of concentration. The lesson plans should minimally contain: goals, objectives which are aligned with Sunshine State Standards, materials, activities, assessments and adaptations for ELL and ESE students. Each lesson plan should have a different

type of assessment to cover formal, informal and authentic. Students will use various formats as covered in class such as the 7 Step Plan, Learning Cycle Lesson Plan, and Into Through Beyond.

PROJECT BASED INSTRUCTIONAL UNIT

Teacher candidates will create a project based instructional unit based in their curricular area that they will be able to use during either a practicum, their intern placement or as a teaching resource upon graduation. The lesson plans included in the unit should minimally contain: goals, objectives which are aligned with Sunshine State Standards, materials, activities, assessments and adaptations for ELL and ESE students. Each lesson plan should have a different type of assessment to cover formal, informal and authentic.

FINAL EXAM

ATTENDANCE, CLASS PARTICIPATION, OBJECT LESSON

VII. ATTENDANCE POLICY:

After four classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Discipline Chair of Education and may be forwarded on to the Education Review Committee, if necessary.

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 – 100	=	A
80 – 89	=	B
70 – 79	=	C
60 – 69	=	D
Below 60	=	F

**** All Critical Tasks must be passed with a 75% or better. (Please include this statement in your syllabus.)***

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete” grades.)

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLASS SCHEDULE:

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES

CRITICAL TASK REVISION POLICY:

All FEAP assignments must be completed with a 75% or better in order to graduate. Any assignment receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on

October 15th, the assignment must be resubmitted by October 29th. All FEAP assignments in related course work must be successfully completed with 75% or better prior to final internship. Revising a FEAP assignment may not necessarily result in a change in the course grade.