

**EDMS 5030**  
**The Middle School Curriculum**  
**Fall 2004**

- Instructor:** Angie Fiske  
427 Aderhold Hall  
Athens, GA 30602-7122  
(706) 369-7163 (home, you are more likely to get me sooner here)  
(706) 542-4244 (work)  
afiske@uga.edu
- Office Hours:** By appointment
- Class Meetings:** Wednesdays and some Mondays, 8:00 a.m. – 10:45 a.m. (unless otherwise noted),  
Classroom: Room 409 Aderhold
- Field Experiences:** Monday, September 20<sup>th</sup> through Thursday, November 2<sup>nd</sup> (Mornings)

**Course Description:** This course provides an opportunity to think integratively about teaching, learning, and schooling in the middle grades. EDMS 5030 includes both classroom and field experience. In EDMS 5030 five essential questions will guide our study of teaching and optimal learning in middle grades. The following questions will be addressed:

What should the curriculum for young adolescents be?

How do we know what young adolescents have learned?

How should one instruct young adolescents?

How do we create an environment that is safe and healthy?

What does it mean to be a “Professional Teacher” of young adolescents?

**Resources/Books for EDMS 5030**

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.

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

**Recommended Book**

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Other Readings as Assigned.

**Attendance Policy:**

In this class professional behavior will be expected including attendance. In the teaching profession, school systems will have policies that govern teacher behavior including attendance. The following class policy is in line with the University of Georgia guidelines and reflects more liberal expectations than will be found in the school systems in which you will teach.

1. After 2 missed classes, students' final grade will be dropped one letter grade.
2. After 3 missed classes before midterm, students will be assigned a grade of "withdraw passing W." If students miss 4 or more class sessions before the end of the semester, you will be assigned a "withdraw failing WF."
3. Doctors' notes will be accepted to excuse absences; however, dates must match date absent from class.
4. Any other absences that reflect student emergencies and other occurrences such as death in the family, serious illness, etc. should be discussed with the instructor. In addition, such absences must also be verified through the customary route—the UGA Office of Student Affairs, Dr. Richard Rose (Assistant Vice President for Student Affairs) or Ms. Linda Edge (in the UGA Office of Student Affairs, room 201 Holmes-Hunter Building, 542-3354) before absences will be considered "excused" in this class.
5. In addition, students are excused for religious holidays. However, it is required that students notify the instructor in advance, in writing (email is acceptable) of this absence.
6. If students are absent when work is due or an examination is given, students will receive a "0" for the assignment or examination unless special arrangements have been approved in writing by Angie Fiske prior to the absence.
7. Promptness is expected. Late arrivers disrupt the learning of everyone. Please be considerate of others. If you are late to class three times, you will receive a notation of one absence. Repeated tardiness (more than 5) will necessitate one or all of the following depending on the situation: reduction of your grade, or withdrawal from class.
8. Missing more than 30 minutes of a class, at any time during the class session, will be considered an absence.
9. If you are absent or late, you are responsible for all materials distributed or discussed.

**Classroom Climate:** Positive classroom climate is an important component in successful teaching and learning in schools. My goal as an instructor is to model behaviors and teaching strategies that will lead to a respectful, responsible, caring and collegial classroom. I will expect that you, as a student, will demonstrate these behaviors as well. I will also expect that you will speak to me if I violate any of these guidelines. In return, I will do the same if I note your behavior is not inline with the development of a respectful, responsible, caring and collegial classroom. I will make every effort to change my behavior and will expect you to do the same.

**Academic Honesty:** The University of Georgia's policies on academic honesty (in the Undergraduate and Graduate Bulletins) are strictly enforced in this class. Please familiarize yourself with these policies.

**Assessment:** EDMS 5030 is graded with an A-F designation (90-100=A; 80-89=B; 70-79=C; 60-69=F). The field experience portion of the class is graded with a pass-fail designation. The field experience portion of this class must be successfully passed in order to receive credit for the course. Assessment activities will be discussed further in class.

All assignments must be typed and look professionally completed unless you are notified differently during class. The assignments, as well as pertinent information, will be placed in your professional portfolio. The portfolio reflects your knowledge and skills and will serve as the primary basis for your grade in the course.

## TENTATIVE CLASSROOM SCHEDULE AND DUE DATES

(Every aspect of this schedule is subject to change depending on student needs, unforeseen learning opportunities, and everyone's stress level.)

<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>	<b>Homework</b>
1 <sup>st</sup> Meeting 8/20	<ul style="list-style-type: none"> <li>• Pre-Assessments</li> <li>• Introductions</li> <li>• Some Paperwork</li> <li>• Dr. Andrews</li> <li>• Review Educational Theories</li> </ul>		<ul style="list-style-type: none"> <li>• Syllabus Questions</li> <li>• Read/study Wart Hog Packet</li> <li>• Copy of content Standards—Georgia QCCs and National Association Standards</li> <li>• Attendance Policy (PD #1)</li> </ul>
2 <sup>nd</sup> Meeting 8/23	<ul style="list-style-type: none"> <li>• Blooms Taxonomy</li> <li>• Understanding the Learner: Theories of learning</li> <li>• Understanding the Learner: Adolescent behaviors</li> <li>• Professionalism and District Policies</li> <li>• Curriculum Mapping: Content topics/Essential questions</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus Questions</li> <li>• Attendance Policy Write-up</li> <li>• QCC and National Associations Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Map: Content Topics and Essential Questions Read and study “<b>This We Believe</b>” pages 43-51</li> <li>• Curriculum Map</li> </ul>
3 <sup>rd</sup> Meeting 8/25	<ul style="list-style-type: none"> <li>• Transitions</li> <li>• Curriculum Design: Curriculum Map to Unit Development—Topics to Essential questions</li> <li>• Understanding the Learner: Connecting with Families</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Map</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments and Readings TBA</li> </ul>
4 <sup>th</sup> Meeting 8/30	<ul style="list-style-type: none"> <li>• Curriculum Design: Unit Development—Topics to Unit Goals, Essential Questions, Assessment, and Objectives</li> <li>• Introduction to assessment</li> <li>• Understanding the Learner: Connecting with Families</li> </ul>		<ul style="list-style-type: none"> <li>• Assignments and Readings TBA</li> </ul>
5 <sup>th</sup> Meeting 9/1	<ul style="list-style-type: none"> <li>• Backward Design: Unit Plan Construction—Instruction Strategies and Instructional Activities</li> </ul>		<ul style="list-style-type: none"> <li>• Two Lesson Plans</li> <li>• Reading and other assignments TBA</li> </ul>
6 <sup>th</sup> Meeting 9/8	<ul style="list-style-type: none"> <li>• Transitions</li> <li>• Instruction</li> <li>• Collegial work on Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Two Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments and Readings TBA</li> </ul>
7 <sup>th</sup> Meeting 9/13	<ul style="list-style-type: none"> <li>• Unit plan construction</li> <li>• Instruction</li> <li>• Grading</li> </ul>		<ul style="list-style-type: none"> <li>• Assignments and Readings TBA</li> </ul>

8 <sup>th</sup> Meeting 9/15	<ul style="list-style-type: none"> <li>• Unit plan construction</li> <li>• Instruction</li> <li>• Preparation for the Field</li> </ul>		<ul style="list-style-type: none"> <li>• Resume</li> <li>• Reading and other assignments TBA</li> </ul>
	9/20/03 Begin Field Experience		
9 <sup>th</sup> Meeting 9/29	<ul style="list-style-type: none"> <li>• Reflections from the field</li> <li>• School and School System Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Resume</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study of Educator (Walk a Mile in Someone Else's Shoes)</li> <li>• Reading and other assignments TBA</li> </ul>
10 <sup>th</sup> Meeting 10/20	<ul style="list-style-type: none"> <li>• Reflections from the field</li> <li>• Middle School Organization—The Path Video</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study of Educator (Walk a Mile in Someone Else's Shoes)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching/Learning Field Assignment (Evidence of Understanding)</li> <li>• Reading and other assignments TBA</li> </ul>
11 <sup>th</sup> Meeting 11/10	<ul style="list-style-type: none"> <li>• Reflections from the field</li> <li>• Unit Plan Construction</li> <li>• Middle School Organization—Team Curriculum Mapping and Unit plans</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching/Learning Field Assignment (Evidence of Understanding)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Plan</li> <li>• Reading and other assignments TBA</li> </ul>
12 <sup>th</sup> Meeting 11/17	<ul style="list-style-type: none"> <li>• Student Generated Topics</li> <li>• Middle School Organization—Team Curriculum Mapping</li> <li>• Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and assignments TBA</li> </ul>
13 <sup>th</sup> Meeting 11/22	<ul style="list-style-type: none"> <li>• Student Generated Topics</li> <li>• Middle School Organization—Team Curriculum Mapping</li> <li>• Classroom management</li> </ul>		<ul style="list-style-type: none"> <li>• Revised philosophy</li> <li>• Reading and other assignments TBA</li> </ul>
14 <sup>th</sup> Meeting 12/1	<ul style="list-style-type: none"> <li>• Student Generated Topics</li> <li>• Middle School Organization—Team Curriculum Mapping</li> <li>• Classroom management</li> </ul>		<ul style="list-style-type: none"> <li>• Team Curriculum Map</li> <li>• Portfolio</li> <li>• Reading and other assignments TBA</li> </ul>
15 <sup>th</sup> Meeting 12/8	<ul style="list-style-type: none"> <li>• Student Generated Topics</li> </ul>	<ul style="list-style-type: none"> <li>• Team Curriculum Map</li> <li>• Portfolio</li> </ul>	
Final Exam			

## TENTATIVE ASSIGNMENTS AND GRADING

Every aspect of this page is subject to change depending on student needs, unforeseen learning opportunities, and everyone's stress level.

Points Awarded	Assessment	Due Date	Type of Evaluation
10	Traditional Test: Blooms Taxonomy	August 25	Mastery 90%
10	Traditional Test: Characteristics of Young Adolescents	August 30	Mastery 90%
5	Differentiated Activity Quiz	TBA	Mastery 90% (Peer Graded)
10	Curriculum Map	TBA	Rubric
40	Professional Development Assignments (8)	August 23 [others throughout the semester]	Mastery Acceptable Non-Acceptable
10	Rubric Development	TBA	Rubric
25	Two Lesson Plans	September 13	Modified Rubric
10	Grading Philosophy	TBA	Modified Rubric
5	Resume	September 29	Modified Rubric
25	Case Study of Educator (Walk a Mile in Someone Else's Shoes)	October 10	Rubric
25	Teaching/Learning Field Assignment (Evidence of Understanding)	November 20	Modified Rubric
50	Unit Plan	November 17	Modified Rubric
5	Revised Teaching Philosophy	TBA	Modified Rubric
10	Team Curriculum Map	TBA	Modified Rubric
30	Portfolio	December 15	Modified Rubric
30	Class Participation: group work, discussions, in class assignments	Daily	Subjective

*\*There may be additional assignment and reading not listed and there will be assignments completed in class.*