

EDMS 7080
Curriculum Planning for the Middle School
Fall 2005

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COURSE MEETING TIMES: Class will meet on Mondays from 5:00 – 7:45 pm.



College of Education
Conceptual Framework

The College of Education prepares exemplary, reflective professionals to serve a diverse global community; it seeks to achieve that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.

Belief Statements about Diversity for the EDMS
Undergraduate and Graduate Programs

Beliefs About Students

- All students can learn.
- All children deserve respect and caring.
- The similarities and differences among students should be honored.

Beliefs About Appropriate Curriculum, Instruction, and Assessment

- Children's experiences in and out of school should be a foundation for curriculum, instruction, and assessment.
- Teachers should adapt their practices based on the diverse needs and characteristics of students.
- Teachers should utilize a variety of curriculum resources to meet diverse students' needs.
- Teachers should utilize a variety of teaching and learning strategies to meet diverse students' needs.
- Teachers should utilize a variety of assessment strategies to meet diverse students' needs.

Beliefs About Teachers and Teacher Candidates

- Teachers and teacher candidates should continually examine their beliefs about diversity based on research and school practice.
- Teachers and teacher candidates should continually examine their attitudes and assumptions about diversity.
- Teachers and teacher candidates should help their students value diversity.

Beliefs About Family and Community

- Teachers should know the communities from which their students come and use those communities as a resource for curriculum and instruction.
- Teachers should engage their students in learning about and taking action to improve their communities.
- Teachers should engage families of diverse students in classroom and school activities.

Beliefs About Field Experiences

- Teacher candidates should interact with students from diverse backgrounds in diverse settings.



NATIONAL MIDDLE SCHOOL ASSOCIATION
...devoted to improving the educational experiences of young adolescents

National Middle School Association
Masters Level Teacher Preparation Standards
for EDMS 7080

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:

3. Comprehend that the development of all young adolescents occurs within the context of classrooms, families, peer groups, communities and society.
4. Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
6. Comprehend the implications of young adolescent development for school organization and components of successful middle level programs and schools.

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:

1. Have a comprehensive understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
3. Comprehend the rationale and characteristic components of developmentally responsive middle level schools.
5. Understand that the team process is the most effective strategy for school improvement and student learning.
6. Understand that flexible scheduling provides the best context for teachers to meet the needs of all young adolescents.

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:

1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.
5. Are knowledgeable about middle level curriculum standards and models.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
7. Fully understand their roles and responsibilities in the total school curriculum.
8. Know how to assess and select curriculum materials that are academically challenging, culturally sensitive, and personally motivating for all young adolescents.
10. Understand the major curriculum theories and their applications to middle level curriculum and assessment.
11. Understand effective curriculum assessment strategies and how to use that knowledge to maximize student learning.

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:

2. Know how to use content knowledge to make interdisciplinary connections.

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:

1. Understand the principles of instruction and assessment, including the theories and research that support them.
2. Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
3. Understand that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach core concepts, skills of inquiry, problem solving, collaboration, and communication to all young adolescents.
6. 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).
7. Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.
8. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.

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:

2. Have a comprehensive understanding of ways prior learning, differing experiences, and family and cultural backgrounds influence the learning of all young adolescents.
5. 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:

1. Understand their role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Understand their responsibility for upholding high professional standards (e.g., school, community).
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
5. Understand advisory/advocate theories, skills, and curriculum.
6. Have a comprehensive understanding of teaming/collaborative theories and processes.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Are knowledgeable about the skills of research/data based decision making.

Course Description:

In this graduate course we will examine various aspects of curriculum as they relate to the unique physical, intellectual, and emotional development of the middle school learner.

Course Goals:

- To increase understanding of relationship between curriculum theory and practice
- To provide practical information about the design, development, implementation and evaluation of curricula
- To understand the connection between the nature of young adolescent learners and middle school curriculum approaches

Possible Course Topics:

- Definitions of curriculum
- Curriculum approaches
- Philosophical, historical, psychological and social foundations of curriculum
- Curriculum theory
- Curriculum development
- Curriculum implementation
- Curriculum evaluation

Required Readings

Pate, P. E., Homestead, E. R., & McGinnis, K. L. (1997). *Making integrated curriculum work: Teachers, students, and the quest for coherent curriculum*. New York: Teachers College Press.

Additional Readings: Readings outside of the textbook will also be assigned. We will collaborate as a class to determine some of the specific topics.

Course Requirements and Assessment:

- Class participation/activities/attendance 20 points
- Interview project 40 points
- Investigation project 40 points
- Classroom Resource Project 30 points

TOTAL: 130 points

EDMS 7080 is graded with an A-F designation (117-130= A; 104-116 = B; 91-103 = C; 90 or below = F). Course requirements will be discussed further in class. All assignments must be typed.

Class Participation/Activities:

Students are expected to come to class having completed all assigned readings and activities. Your personal experiences with curriculum as an educator and as a learner should guide your thinking as you read. Each week, we will discuss the readings and their implications for your classroom practice in both small and large group settings. Thoughtful, engaging class discussions are dependent on your preparation and participation.

Attendance Policy:

Student attendance is imperative for the continuing development of professional skills, knowledge, and attitudes necessary for becoming an effective, competent teacher.

1. If you are going to be absent, please discuss it with the instructor prior to your absence.
2. After two missed classes, the student will meet with the instructor, and the student's final grade will be dropped one letter grade. The student is responsible for scheduling the meeting with the instructor.
3. After three missed classes **before midterm** a student will be assigned a grade of "withdrawal passing" (W). If a student misses four or more classes before the end of the semester, the student will be assigned a grade of "withdraw failing" (WF).
4. Missing more than 30 minutes of a class, at any time during the class, will be considered an absence (e.g., arriving late or leaving early) unless approved by the instructor.
5. Three late arrivals to class is equivalent to one absence.
6. Students are excused for religious holidays. However, it is required that students notify the instructor in advance, in writing (email is acceptable) to this absence.

Interview project:

You will interview a colleague to explore how they incorporate a specific curricular approach in their classroom. The project will be comprised of a brief class presentation, a transcript of the interview, and a summary/reflection.

Investigation project:

In class, we will collaboratively construct a question for investigation. Each student will complete a presentation that addresses the class question and generates a class discussion.

Classroom Resource Project:

Students will use our experiences from the semester to guide the creation of learning centers or contracts for implementation in their classrooms. We will work together in class to determine how we will share and assess these projects. Students will have the option of working in small groups on this project.

Academic Honesty:

Honesty is an integral part of our work as learners and educators. Specific regulations governing student academic conduct can be found online. It is the student's responsibility to familiarize themselves with the academic honesty policy to avoid any potential misunderstandings.

A full statement of the policy may be found at the following website:

http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

CLASS MEETING SCHEDULE AND TENTATIVE CLASS PLAN:

Date	Class Topics	Assignments Due	Assigned Readings Due
8/22 (1)	*Introductions *Needs Assessment *Course Overview and Expectations *Curriculum definitions		
8/29 (2)	MS Curr. Guidelines (general) M.S. Curriculum History article Dev. rubric/expectations for interview project	Set parameters: someone who has worked on dev., uses unique curr., methods expert Article from Tyler and Glatthorn?	
9/5 Labor Day	No Class Meeting		
9/12 (3)	Curriculum development		
9/19 (4)	Curriculum Models		
9/26 (5)	Curriculum Models	Interview Project Due	
10/3 (6)	Curriculum Models	Interview Project Due	

10/10 (7)	Curriculum Models	Develop rubric and guidelines for investigation project	
10/17 (8)	Curriculum Models		
10/24 (9)	Curriculum Models		
10/31 (10) Halloween	Reading Night/Research Current Models		
11/7 (11)	Curriculum Models *Current Events Investigation	Investigation Project Due	
11/14 (12)	Best Practices	Investigation Project Due	
11/21 (13)	Best Practices		
11/28 (14)	Issues/Conflict in		

	MG Curriculum (CIA book article)		
12/5 (15)		Class Resource Project Due	