

**University of Arkansas - Fort Smith**  
**5210 Grand Avenue**  
**P. O. Box 3649**  
**Fort Smith, AR 72913-3649**  
**479-788-7000**

## **General Syllabus**

### **MLED 3563 Middle Level Concepts**

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to Educator Preparation Program

Effective Catalog: 2019-2020

#### **I. Course Information**

##### **A. Catalog Description**

Provides an understanding of middle-school students, curriculum, environment, organization, and teaching. Emphasis will be on an integrated curriculum and interdisciplinary approach to curriculum design.

##### **B. Additional Information**

Organizing Theme: The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

#### **II. Student Learning Outcomes**

##### **A. Subject Matter**

Upon successful completion of this course, the student will be able to:

1. Prepare a curriculum appropriate to the students, to the content and to course objectives.
2. Prepare instruction based upon a working knowledge of young adolescent growth and development, learning theory, and the needs of middle level students.

3. Analyze learning and teaching issues in relation to a diverse multi-cultural society, to gender equity, and to students who learn differently.
4. Demonstrate human relations skills that support the development of human potential.
5. Plan and teach a successful teaching lesson for middle grade students
6. Summarize why early adolescence is a separate stage of human development and how the middle school can best educate these students.
7. Explain the physical, social, emotional, and intellectual characteristics of early adolescents.
8. Explain how teaming, advisory programs, partnership with parents, instruction in the content areas, and exploratory studies are critical to effectiveness of a middle school.
9. Explain the importance of special programs that can be implemented in the middle school.
10. Explain how to utilize technology to develop creative instructional activities, find research concerning effective middle school curriculum, and keep abreast of learned societies' recommendations.
11. Explain the origins and development of middle school education including its philosophy, advantages, functions, and development tasks.
12. Demonstrate the use of Professional Learning Communities in the middle school environment.

#### **B. University Learning Outcomes (ULO)**

This course enhances student abilities in the following areas:

##### **Ethical Decision Making**

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

##### **Global and Cultural Perspectives**

Students will reflect upon cultural differences and demonstrate understanding or application of K6 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. They will identify appropriate interventions to enhance learning in diverse environments.

##### **Communication Skills (written and oral)**

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. They will also give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

##### **Analytical Skills**

**Critical Thinking Skills** - Students will use analytical/critical thinking skills to draw conclusions and/or solve problems related to student assessment data or issues.

Students will access and evaluate appropriate written and electronic information for

solving educational problems, conducting educational research, or working with students. Students will think critically to reach viable solutions to a problem and be able to justify those solutions.

## **II. Major Course Topics**

- A. Middle School Philosophy
- B. Young Adolescent Development
- C. Student Diversity
- D. Transition to and from Middle School
- E. Teaming
- F. Middle Level Curriculum, Instruction, and Assessment
- G. Content Integration
- H. School Climate and Learning Environments
- I. Service Learning
- J. Problem-based Learning
- K. Technology Integration
- L. Co-curricular and Extra-curricular Programs
- M. Collaborating with Parents and Families
- N. Child Maltreatment Reporter Training