

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Course Syllabus

Graduate: Undergrad: X  
Credit Hours: 3  
Field/Clinical Hours: 0/0

**Course Number:** EDCI 335

**Course title for the catalog:** Middle Grades Block II: Content-Specific Methods & Assessment

**Catalog description:**

This course is designed for education majors who seek either Middle Grades (4-9) licensure or Intervention Specialist licensure. Students will learn best practices for differentiated middle grades instruction in Science, Math, and Social Studies. Topics include teaching methods, professional resources, content standards, value added assessment, Praxis II test preparation.

(Mild/Moderate IS only)

*The Intervention Specialist team has chosen the Taskstream system to support the comprehensive program outcomes of the licensure programs. Taskstream is a subscription online portfolio system that provides students with lesson, unit, and portfolio building tools through their website, [www.taskstream.com](http://www.taskstream.com).*

*Please note there will be required Taskstream class assignments and program portfolios that will be due during students' course of study at Ashland University. While some classes will not have Taskstream assignments, students are responsible for maintaining their completed assignments for possible future use in the online program portfolio.*

**The prerequisite (s) for this course is (are):**

EDFN 130 Workshop in Teaching  
Either EDCI 234, 235, and 236--Middle Grades Block I OR EDCI 287/230 secondary.  
Enrollment is to be concurrent with Middle Grades Block II

**The enrollment restriction (s) for this course is (are):**

25 students in a cohort configuration

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**Social Studies Methods:**

Objectives	AU Tenet	NMSA Standard	Ohio Teacher Standards	Assessment Strategy
Knowledge: The Middle Childhood Candidate will <ul style="list-style-type: none"> <li>• Develop an understanding of effective Social Studies lesson plans.</li> <li>• Develop an understanding of effective Social Studies units.</li> <li>• Develop an understanding of effective teaching methods for Social Studies.</li> <li>• Develop an understanding of effective differentiation for Social Studies lessons.</li> <li>• Develop an understanding of effective support for student understanding in Social Studies instruction.</li> <li>• Develop an understanding of essential elements of Social Studies content</li> </ul>	1, 2, 3, 4, 5, 6, 8, 9, 11	1, 2, 3, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> <li>• Content Notebook</li> <li>• Formal Exam</li> <li>• A Single-Subject Unit               <ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Assessment</li> <li>○ Lesson Plans</li> </ul> </li> </ul>

<p>“major themes”</p> <ul style="list-style-type: none"> <li>• Develop an understanding of effective assessment techniques in Social Studies.</li> <li>• Develop an understanding of effective differentiated assessment strategies for Social Studies.</li> <li>• Develop an understanding of effective inclusion techniques in teaching Social Studies.</li> <li>• Develop an understanding of effective Praxis II study materials for Social Studies.</li> <li>• Develop an understanding of professional development resources and associations for Social Studies.</li> </ul>				
<p>Skills: The Middle Childhood Candidate will</p> <ul style="list-style-type: none"> <li>• Develop effective Social Studies lesson plans.</li> <li>• Develop effective Social Studies units.</li> <li>• Develop effective teaching methods for Social Studies.</li> <li>• Develop effective differentiation for Social Studies lessons.</li> <li>• Develop effective support for student understanding in Social Studies instruction.</li> <li>• Develop effective assessment techniques in Social Studies.</li> <li>• Develop effective differentiated</li> </ul>	<p>1, 2, 3, 4, 5, 6, 8, 9, 11</p>	<p>1, 2, 3, 5, 6, 7</p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Content Notebook</li> <li>• Formal Exam</li> <li>• A Single-Subject Unit <ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Assessment</li> <li>○ Lesson Plans</li> </ul> </li> </ul>

<p>assessment strategies for Social Studies.</p> <ul style="list-style-type: none"> <li>• Develop effective inclusion techniques in teaching Social Studies.</li> <li>• Develop effective Praxis II study materials for Social Studies.</li> <li>• Engage with professional development resources and associations for Social Studies.</li> </ul>				
<p>Disposition: The Middle Childhood Candidate will</p> <ul style="list-style-type: none"> <li>• Value the use of effective Social Studies units.</li> <li>• Value the use of effective Social Studies lesson plans.</li> <li>• Value the use of effective teaching methods for Social Studies.</li> <li>• Value the use of effective differentiation for Social Studies lessons.</li> <li>• Value effective support for student understanding in Social Studies instruction.</li> <li>• Value the use of effective assessment techniques in Social Studies.</li> <li>• Value the use of effective differentiated assessment strategies for Social Studies.</li> <li>• Value the use effective inclusion techniques in teaching Social Studies.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 8, 9, 11</p>	<p>1, 2, 3, 5, 6, 7</p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Content Notebook</li> <li>• Formal Exam</li> <li>• A Single-Subject Unit             <ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Assessment</li> <li>○ Lesson Plans</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Value the use of effective Praxis II study materials for Social Studies.</li> <li>• Value engagement with professional development resources and associations for Social Studies.</li> </ul>				
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**Science Methods:**

<b>Objectives</b>	<b>AU Tenet</b>	<b>NMSA Standard</b>	<b>Ohio Teacher Standards</b>	<b>Assessment Strategy</b>
Knowledge: The Middle Childhood Candidate will <ul style="list-style-type: none"> <li>• Develop an understanding of effective Science lesson plans.</li> <li>• Develop an understanding of effective Science units.</li> <li>• Develop an understanding of effective teaching methods for Science.</li> <li>• Develop an understanding of effective differentiation for Science lessons.</li> <li>• Develop an understanding of effective support for student understanding in Science instruction.</li> <li>• Develop an understanding of effective assessment techniques in Science.</li> <li>• Develop an understanding of effective differentiated assessment strategies for Science.</li> <li>• Develop an understanding of major</li> </ul>	1, 2, 3, 4, 5, 6, 8, 9, 11	1, 2, 3, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> <li>• Content Notebook</li> <li>• Formal Exam</li> <li>• A Single-Subject Unit               <ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Assessment</li> <li>○ Lesson Plans</li> </ul> </li> </ul>

<p>themes for essential understanding.</p> <ul style="list-style-type: none"> <li>• Develop an understanding of effective inclusion techniques in teaching Science.</li> <li>• Develop an understanding of effective safety techniques for Science instruction.</li> <li>• Develop an understanding of effective Praxis II study materials for Science.</li> <li>• Develop an understanding of professional development resources and associations for Science.</li> </ul>				
<p>Skills: The Middle Childhood Candidate will</p> <ul style="list-style-type: none"> <li>• Develop effective Science units.</li> <li>• Develop effective Science lesson plans.</li> <li>• Develop effective teaching methods for Science.</li> <li>• Develop effective differentiation for Science lessons.</li> <li>• Develop effective support for student understanding in Science instruction.</li> <li>• Develop effective assessment techniques in Science.</li> <li>• Develop effective differentiated assessment strategies for Science.</li> <li>• Develop effective inclusion techniques in teaching Science.</li> <li>• Develop effective safety techniques and materials for Science instruction.</li> <li>• Develop effective Praxis II study</li> </ul>	<p>1, 2, 3, 4, 5, 6, 8, 9, 11</p>	<p>1, 2, 3, 5, 6, 7</p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Content Notebook</li> <li>• Formal Exam</li> <li>• A Single-Subject Unit <ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Assessment</li> <li>○ Lesson Plans</li> </ul> </li> </ul>

<p>materials for Science.</p> <ul style="list-style-type: none"> <li>Engage with professional development resources and associations for Science.</li> </ul>				
<p>Disposition: The Middle Childhood Candidate will</p> <ul style="list-style-type: none"> <li>Value the use of effective Science units.</li> <li>Value the use of effective Science lesson plans.</li> <li>Value the use of effective teaching methods for Science.</li> <li>Value the use of effective differentiation for Science lessons.</li> <li>Value effective support for student understanding in Science instruction.</li> <li>Value the use of effective assessment techniques in Science.</li> <li>Value the use of effective differentiated assessment strategies for Science.</li> <li>Value the use effective inclusion techniques in teaching Science.</li> <li>Develop the use of effective safety techniques for Science instruction.</li> <li>Value the use of effective Praxis II study materials for Science.</li> <li>Value engagement with professional development resources and associations for Science.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 8, 9, 11</p>	<p>1, 2, 3, 5, 6, 7</p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>Content Notebook</li> <li>Formal Exam</li> <li>A Single-Subject Unit <ul style="list-style-type: none"> <li>Differentiation</li> <li>Assessment</li> <li>Lesson Plans</li> </ul> </li> </ul>

**Mathematics Methods:**

Objectives	AU Tenet	NMSA Standard	Ohio Teacher Standards	Assessment Strategy
<p>Knowledge: The Middle Childhood Candidate will</p> <ul style="list-style-type: none"> <li>• Develop an understanding of effective Math units.</li> <li>• Develop an understanding of effective Math lesson plans.</li> <li>• Develop an understanding of effective teaching methods for Math.</li> <li>• Develop an understanding of effective differentiation for Math lessons.</li> <li>• Develop an understanding of effective support for student understanding in Math instruction.</li> <li>• Develop an understanding of effective assessment techniques in Math.</li> <li>• Develop an understanding of effective differentiated assessment strategies for Math.</li> <li>• Develop an understanding of effective inclusion techniques in teaching Math.</li> <li>• Develop an understanding of effective Praxis II study materials for Math.</li> <li>• Develop an understanding of professional development resources and associations for Math.</li> <li>• Develop an understanding of major themes for essential understanding.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 8, 9, 11</p>	<p>1, 2, 3, 5, 6, 7</p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Content Notebook</li> <li>• Formal Exam</li> <li>• A Single-Subject Unit               <ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Assessment</li> <li>○ Lesson Plans</li> </ul> </li> </ul>

<p>Skills: The Middle Childhood Candidate will</p> <ul style="list-style-type: none"> <li>• Develop effective Math units.</li> <li>• Develop effective Math lesson plans.</li> <li>• Develop effective teaching methods for Math.</li> <li>• Develop effective differentiation for Math lessons.</li> <li>• Develop effective support for student understanding in Math instruction.</li> <li>• Develop effective assessment techniques in Math.</li> <li>• Develop effective differentiated assessment strategies for Math.</li> <li>• Develop effective inclusion techniques in teaching Math.</li> <li>• Develop effective Praxis II study materials for Math.</li> <li>• Engage with professional development resources and associations for Math.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 8, 9, 11</p>	<p>1, 2, 3, 5, 6, 7</p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Content Notebook</li> <li>• Formal Exam</li> <li>• A Single-Subject Unit <ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Assessment</li> <li>○ Lesson Plans</li> </ul> </li> </ul>
<p>Disposition: The Middle Childhood Candidate will</p> <ul style="list-style-type: none"> <li>• Value the use of effective Math units.</li> <li>• Value the use of effective Math lesson plans.</li> <li>• Value the use of effective teaching methods for Math.</li> <li>• Value the use of effective differentiation for Math lessons.</li> <li>• Value effective support for student understanding in Math instruction.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 8, 9, 11</p>	<p>1, 2, 3, 5, 6, 7</p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Content Notebook</li> <li>• Formal Exam</li> <li>• A Single-Subject Unit <ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Assessment</li> <li>○ Lesson Plans</li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>• Value the use of effective assessment techniques in Math.</li><li>• Value the use of effective differentiated assessment strategies for Math.</li><li>• Value the use effective inclusion techniques in teaching Math.</li><li>• Value the use of effective Praxis II study materials for Math.</li><li>• Value engagement with professional development resources and associations for Math.</li></ul>				
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**Suggested instructional strategies:**

- Lecture/discussion
- Teaming
- Projects/presentations
- Research
- Lesson plan development
- Unit plan development
- Development of essential and unit questions and learning targets
- Development of assessments
- Content Notebooks

**Description of field/clinical experiences:**

None

**Faculty who frequently teach the course:**

Silverberg  
Adams

**Licensure programs in which course is required:**

Middle Grade Licensure

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:**

**Bibliography (Learned Societies, etc.)**

**Books:**

Alexander, W. M., & McEwin, C. K. (1989). Schools in the middle: Status and progress. Columbus, OH: National Middle School Association.

Atwell, Nancie. (1987). In the middle: Writing, reading and learning with adolescents. Boynton Cook/Heineman.

Beane, J. A., & Lipka, R. P. (1987). When kids come first: Enhancing self esteem. Columbus, OH: National Middle School Association.

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Butler, D. A., & Dickinson, T. S. (1991). Onsite: Preparing middle level teachers through field experience. Columbus, OH: National Middle School Association.

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Dorman, Gayle (1995). Middle grades assessment program. Chapel Hill, NC: Center for Early Adolescence.

Erb, T. O., & Doda, N. M. (1989). Team organization: Promise, practice and possibilities. Washington, DC: National Education Association.

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Fine, Michelle, ed. (1996). Talking across boundaries: Participatory evaluation research in an urban middle school. New York: Bruner Foundation.

Forte, Imogene, & Schurr, Sandra. (1996). Integrated instruction in language arts: Strategies, activities, projects, tools, & techniques. Incentive Publications.

Forte, Imogene, & Schurr, Sandra. (1996). Integrated instruction in math: Strategies, activities, projects, tools, & techniques. Incentive Publications.

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George, Paul. (1992). The middle school and beyond. ASCD.

George, P., & Alexander, W. (1993). The exemplary middle school. Orlando, FL: Harcourt Brace Jovanovich.

George, P. S., & Shewey, K. (1994). New evidence for the middle school. Columbus, OH: National Middle School Association.

Hoversten, C., Doda, N.M., & Lounsbury, J. H. (1991). Treasure chest: A teacher advisory source book. Columbus, OH: National Middle School Association.

Irvin, J. L. (1992). Transforming middle level education: Perspectives and possibilities. Needham, MA: Allyn & Bacon.

James, M. (1986). Advisor-advisee programs: Why, what and how. Columbus, OH: National Middle School Association.

- Lounsbury, J. H. (1992). Connecting the curriculum through interdisciplinary instruction. Columbus, OH: National Middle School Association.
- Lustig, K. (1996). Portfolio assessment: A handbook for middle level teachers. Columbus, OH: National Middle School Association.
- Manning, M.L. (1995). Celebrating diversity: Multicultural education in middle level schools. Columbus, OH: National Middle School Association.
- Manning, M.L. (1993). Developmentally appropriate middle level schools. Wheaton, MD: Association for Childhood Education International.
- Merenbloom, E.Y. (1991). The team process in the middle school: A handbook for teachers. Columbus, OH: National Middle School Association.
- National Council of Teachers of Mathematics. (1994). Mathematics teaching in the middle level. NCTM.
- National Middle School Association. (2003). This we believe: Successful schools for young adolescents. Columbus, OH: Author.
- Ohio Department of Education. (1992). Model competency-based language arts program. Columbus, OH: ODE.
- Ohio Department of Education. (1990). Model competency-based mathematics program. Columbus, OH: ODE.
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- Purkey, William, & Strahan, David. (1986). Positive discipline: A pocketful of ideas.
- Rutherford, Barry, ed. (1995). Creating family/school partnerships. Columbus, OH: National Middle School Association.
- Stevenson, C. (1992). Teaching ten to fourteen year olds. New York: Longman Publishing Group.

Journals:

Middle school journal. Columbus, OH: National Middle School Association.

Schools in the middle. Washington, DC: National Association of Secondary School Principals.

Internet:

<http://www.middleweb.com/>

<http://www.nmsa.org/>

<http://www.MiddleLink.org/>