

Middle Level Strategies

Instructor & Course Information

Credits	3
Grading	S/U or Letter grade
Instructor	Mrs. Naomi McGaughey
Preferred pronouns	she/her/hers
Email	naomi.mcgaughey@und.edu
Phone	701-777-5939
Office Hours	<i>by appointment</i> for a Zoom meeting or email if you have general questions on assignments (if you are taking the course in the summer, I am rarely in the office, so do not leave a message on my office phone. Email is the best way to get in touch with me.)

About the Professor/Instructor

Welcome to the course! I hope you are excited to learn about middle level education. I am thrilled to work with you. My background is in middle level education, and I have over 18 years of experience teaching and working with middle school students, educators, and future teachers who aspire to work in middle schools one day here at the University of North Dakota in our teacher education program. I have taught as a content area teacher in the fields of Geography and Foreign Language and I have also worked as an Instructional Coach supporting middle level educators in a local district with a wide variety of professional development topics right in their own classroom and schoolwide. Currently, I am an Instructor and the Program Area Coordinator for Middle Level Education at the University of North Dakota and I have the opportunity to teach two of the four workshop courses for teachers who are looking to gain their middle level endorsement through UND's Professional Development Courses for Educators.

Course Description and Objectives

The primary objective of this course is to gain a greater understanding of the middle school curriculum and instructional strategies as well as the needs of early adolescent students. Our focus will be on the roles teachers play in incorporating this guided, interdisciplinary, and collaborative team approach that assists students during these fundamentally transformative years. We will look at the necessary components of organization (teaming, advisor/advisee, exploratory, and learning communities) and instruction (cooperative learning, student grouping, teacher strategies, and student learning styles) that create a unique middle school environment.

Upon completion of this course, you should be able to accomplish the following objectives:

1. Develop an interdisciplinary unit that integrates content across curricular areas.

2. Identify and plan a lesson regarding the characteristics of middle school children.
3. Identify curriculum areas and philosophical concepts that meet the physical, social, intellectual, and affective needs of the early adolescent.
4. Identify a variety of instructional strategies and assessments that meet the needs of the early adolescent.
5. Identify effective teaming practices.

Textbook and Course Materials

No textbooks are required for this course. All readings can be found in Blackboard.

Technical Requirements

You will use Microsoft Word to complete assignments (or if something different will be used, spell out specifics). Students are expected to use their official UND email in the course. The [UND technical support webpage](#) contains information on your UND email and how to download a free version of Microsoft Office.

[View the basic technical requirements](#) for every online course.

Course Overview and Organization

This course contains 6 lessons designed to focus your study of strategies related middle level philosophical education and to assist you in achieving the course learning objectives/outcomes. You will work through a combination of required readings, assignments and projects related to the topics for each of the 6 lessons.

- Lesson 1: TOPIC - Achievement, Student Success, and Research
 - **Assignments: Bio/Relection (20 points total)**
 - Write a getting to know you, your educational background and memories of middle school paper, 1-2 pages **(10 points)**
 - Write a Reflection Paper, 1–2 pages **(10 points)**
- Lesson 2: TOPIC - Middle School Curriculum, Lesson Design, and Assessment
 - **Assignment: Lesson Plan & Assessment**
 - Design a Lesson utilizing a lesson plan template along with an aligned assessment **(40 points)**
- Lesson 3: TOPIC - Teaming and Advisory Programs
 - **Assignment: Summary/Reaction Paper**
 - Write a Reading Summary/Reaction Paper, 1–2 pages **(10 points)**
- Lesson 4: TOPIC - Special Needs and Safety
 - **Assignment: Summary/Reaction Papers**
 - Write a Reading Summary/Reaction Paper **(10 points)**
- Lesson 5: TOPIC - Parents, Community, Service Learning and Exploratory Curriculum
 - **Assignments: Home to School Connection Paper & Service Learning Project (30 points total)**
 - Write a paper that discusses 5 ways to create more home-to-school connections **(10 points)**
 - Develop a Service Learning Project lesson with full lesson materials **(20 points)**
- Lesson 6: TOPIC - Interdisciplinary Unit Final Project
 - **Assignment: Interdisciplinary Unit**
 - Create an Interdisciplinary Unit **(50 points)**

Assessment and Grading

This course is made up of a series of assessments which will be graded, including papers, lesson plans, other projects. (160 points possible in the course).

- Bio/Reflection Paper (20 points)
- 2 Summary/Reaction Papers (20 points)
- A Lesson Plan (40 points)
- A Home to School Connection Paper (10 points)
- A Service Learning Project (20 points)
- A final Interdisciplinary Unit of at least 2-3 content areas working together for a unit focused on a similar overall theme for at least 3 days in length. (50 points)

Grading Scale

A	100% to 90%	160 – 144 points
B	89% to 80%	143 – 128 points
C	79% to 70%	127 – 112 points
D	69% to 60%	111 – 96 points
F	59% to 0%	95 - Below

Above 60%160 – 96 = Satisfactory

Below 59%95 & Below = Unsatisfactory

Netiquette

Netiquette is a set of rules for behaving properly online. Here are a few basic points to remember when communicating in this course:

- **Be scholarly.** Use proper language, grammar, and spelling. Explain your thoughts, justify opinions, and credit the ideas of others by citing or linking to scholarly resources. Avoid misinforming others when you are unsure of the answer. When discussing something and supplying a guess, clearly state that.
- **Be respectful.** Respect the privacy of others. Do not share personal or professional information about others unless permission has been granted. Respect diversity and opinions that differ from their own. Be tactful when you communicate.
- **Be professional.** Everyone should strive to give their best impression online. Truthfulness, accuracy, and running a final spell check are appropriate expectations for university students. Writing in a legible font and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions, known as flaming, is unprofessional as well as disruptive.
- **Be polite.** Students should be addressing professors and instructors by the appropriate title or requested name. Students should interact online politely, just as they would be expected to do in a physical environment. Sarcasm rudeness, and writing in all capital letters (shouting) should be avoided.

For more information, read the [Top 12 Be-Attitudes of Netiquette for Academicians](#).

About UND Professional Development for Educators Courses

You have up to four months to complete this course from the time of your enrollment. You may work at your own pace and complete lessons/exams on your own schedule, submitting up to 3 assignments per week for grading.

After you finish your course, your final grade will be posted in Blackboard. Please **allow 3-5 business days for your final grade to appear** on your transcript in Campus Connection. You will receive a confirmation email from the Enroll Anytime staff once the final grade is officially posted on your transcript. You may then order an official transcript, if desired.

If you have an **administrative** question regarding the course please contact the **Office of Extended Learning** at und.courses@UND.edu or 701-777-0488.

Questions regarding **coursework** should be directed to the **instructor**.

For **technical support** including username and password help, assignment submission, or other technical assistance in the course, contact [University Information Technology](#).

Student Resources

Many services are available to online students such as writing assistance from the UND Writing Center. Visit the [Student Resources page](#) for more information. You can also access the resources webpage from the *Student Resources* link in your Blackboard course menu.

University of North Dakota Policies & Resources

Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties for the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter and will have little tolerance and/or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. For more information read the [Code of Student Life](#).

Access and Opportunity, Disability Support, & Medical Services

The University of North Dakota is committed to providing equal access to students with documented disabilities. To ensure access to this class and your program, please contact DSS to engage in a confidential discussion about accommodations for the classroom and clinical settings. Accommodations are not provided retroactively. Students are encouraged to register with DSS at the start of their program. More information can be obtained by email UND.dss@UND.edu or by phone at 701.777.2664.

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem is not resolved, meet with the department chair, and next to the college dean. Should the problem persist, you have the right to go to the provost next, and then to the president.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, UND.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the [Title IX webpage](#).

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been a victim of sexual violence, you can find information about confidential support services on the [Title IX webpage](#).

UND Cares Program

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, however, some students may struggle or have issues that arise. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please visit the [UND Cares Program Webpage](#).

How to Recognize When a Student is in Distress

The term "distressed" can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or different than usual.
- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on a normal conversation.
- Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one's emotions, thoughts, or behaviors.

Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeate this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

Additional Resources

It is my goal to foster an environment of mutual respect in which everyone feels comfortable voicing their opinions, sharing their stories, and learning about potentially heavy or personally relevant material. If, at any point, you feel like the information covered in this class elicits thoughts, feelings, or concerns that you would like to discuss further, don't hesitate to reach out to me, or the [UND Counseling Center](#) (701-777-2127).

Further, if you experience extenuating circumstances, sexual violence, identity-based harm, or any other personal crisis during the semester, don't hesitate to reach out to me so we can provide academic assistance and help you in this course, and put you in contact with the appropriate resources and services (if needed).

- [UND Care Team](#): 701-777-2664 (8:00 AM to 4:30 PM M-F) or 701-777-3491 (evenings and weekends)
- [UND Campus Police](#): 701-777-3491 · UND Student Health: 701-777-4500
- [UND Title IX Resources](#)
- [Abuse and Rape Crisis Hotline \(CVIC\)](#): 701-746-8900 (24 hours)
- [Grand Forks Police Department](#): 701-787-8000 (24 hours)
- [Emergency Room](#): 701-780-5280
- [UND Student Diversity and Inclusion](#): 701-777-6985
- [Food For Thought Pantry](#): (Wilkerson Commons Room 169; 701-777-4200)
- [National Suicide Prevention Lifeline](#): (1-800-273-8255)