

EASTERN ILLINOIS UNIVERSITY

EARLY, ELEMENTARY, MIDDLE LEVEL EDUCATION

MLE 5150: INTERDISCIPLINARY CURRICULUM IN THE MIDDLE LEVEL SCHOOL

Credit Hours: 3 semester hours

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Class Meetings: T/TR 5:30 – 9:30 pm

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, Societies and Technologies

Graduate Mission Statement: The Department of Early Childhood, Elementary, and Middle level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Course Description: Interdisciplinary organization of curriculum and instructional techniques appropriate for middle-level schools. Emphasis on instruction in multiple content areas appropriate for grades 6-8 including enhancement of instruction with available technology. Appropriate assessment measures which comply with current state mandates are also emphasized. This course partially fulfills the ISBE requirements for middle-level endorsement.

Purpose of the Course: This course is designed to emphasize the development of understanding the concept of interdisciplinary instruction. In addition, designing the implementation of technology across the curriculum is a significant component of this course. Evaluating current literature about interdisciplinary instruction and comparing appropriate assessment methods and instruments that comply with current state guidelines and mandates are significant segments of the class as well as developmentally appropriate reading strategies and adolescent literature.

Texts:

Fogarty, R. & Stoehr, J. (2008). *Integrating curricula with multiple intelligences* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Social Models: Building the Learning Community

- When we work together, we generate a collective energy that we call *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (pp. 28-30)

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston, MA: Pearson.

Outcomes for all Graduate Students at Eastern Illinois University

Graduate students will:

1. possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community, and profession in which they work.

Outcomes Specific to this Course:

1. Demonstrate a conceptual understanding of the rationale and practice of interdisciplinary instruction at the middle level.
2. Emphasize research in the development of higher order thinking, critical thinking, and creativity such as Fogarty, Bloom and Gardner as they apply to interdisciplinary instruction
3. Compare appropriate assessment methods and instruments that comply with current state guidelines and mandates as well as the rationale and development of alternative assessments.
4. Design an interdisciplinary unit to integrate students, subjects, strategies and societies.
5. Use technology to design/enhance the development of interdisciplinary curriculum.
6. Analyze and evaluate the exploratory curriculum that enhances the core academic program in a middle school.
7. Examine current theories and research focusing on middle-level education specifying successful strategies for teaching reading and writing across the curriculum.
8. Develop content area reading strategies and literature-based strategies to use in the middle school.
9. Evaluate and select classical and current literature that is appropriate for middle level-students.
10. Compare and contrast strategies in implementing an integrated curriculum including the role of cooperative learning at the middle level.
11. Analyze curriculum and implications of interdisciplinary instruction.
12. Compare and contrast exploratory options within interdisciplinary teaching.
13. Demonstrate an understanding of individual and group interventions with diverse populations.

Course Requirements	Demonstrated Competencies National Middle School Association Standards
Participation	Performance includes presence and contribution during class meetings. II. 5 VII. 1, 2, 3, 6
Group Presentations on Models of Integration	Student demonstrates ability to work with peers and use high level thinking skills to research and plan a class presentation with a group illustrating a model of interdisciplinary integration based on Fogarty, Gardner and Blooms. I. 5 III. 1, 2, 3, 4, 9 IV. 4 V. 1, 2, 3
Interdisciplinary Units Weaving writing and reading into the Curriculum of any Core subject Technology and Web Sites Alternative Assessments	Student demonstrates ability to work with peers and use high level thinking skills to research and plan an interdisciplinary unit based on a common theme. Students will research various methods of alternative assessment as well as traditional assessment that comply with current state guidelines and mandates as well as the rationale and development of alternative assessments for use in the IDU. Teams of students will present the IDU to the class using Power Point. The exploratory classes will also be involved in the IDU. I. 1, 4, 5 II. 5 III. 1, 2, 3, 4, 5, 6, 7, 10 IV. 1, 2, 4, 5 V. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 VII. 1, 9
Research Articles—Bibliography Notebook	Student will analyze professional articles related to the integration of curriculum as well as differentiation of the curriculum. I. 1, 4, 5, 6 VII. 9
Content Reading in Regular Classroom	Student will research two reading strategies and present these strategies to the class. Additionally two adolescent books will be read and books talks presented to the class. I. 1, 4, 5 III. 1, 3, 4, 5, 6, IV. 1, 5 V. 2, 3, 5, 6 VII. 9

Course Requirements	Brief Instructions	Points
Participation	Performance includes presence and contribution during class meetings. Focus is on responsible, enthusiastic, and effective communication. Daily attendance is expected in order to participate in class activities. Numerous strategies will be introduced and practiced in class such as multiple intelligences, and cooperative learning. Participation is ongoing throughout the semester.	20 pts
Differentiation of Curriculum Research	Presentation on curriculum integration methods based on Robin Fogarty's models of integration.	15 pts
Interdisciplinary Unit <ul style="list-style-type: none"> • Technology • Diverse Assessment Strategies • Weaving Writing and Reading Into the Curriculum of Any Subject 	Develop a two week interdisciplinary unit with two or three other students which could be used in a middle school classroom. Present the unit to the class. A rubric and criteria will be passed out. This typed unit should have the following components: <ol style="list-style-type: none"> 1. A designed front page with name of thematic unit and members of the team. 2. Second page Table of Contents 3. First section will include: <ul style="list-style-type: none"> Thematic rationale, Content web, ILS/CC Standards Lesson Plan chart with MI/Bloom placement Unit Objectives and Essential Question Unit Culminating Assessment (with appropriate rubrics) 15 resources that correlate with your IDU (per person) 4. Third Section will include <ul style="list-style-type: none"> Daily lesson plans including activities/handouts used in the unit accounting for 50 Class Hours. Lessons are differentiated according to the students on the team. 5. Fourth Section will include <ul style="list-style-type: none"> An outline of the lessons and assessments conducted within the unit which demonstrate traditional and alternative strategies. This is simply a list in table format that demonstrates the type of assessment used and the points associated with it. Rubrics, direction sheets and other material should be included with the appropriate lesson in section 3. 	Rationale – 10 pt Web – 5 pts Technology – 10 pts LP & Assess Chart – 10 pts Unit Obj & Standards – 10 pts Assessment – 20 pts LPs – 40 pts Presentation – 20 pts
Article Reviews	Students will research and review professional journal articles on interdisciplinary teaching and teaming.	Articles - 20 pts each (x2)
Book Talk	Student plans for instruction by offering a creative book review which reflects understanding of alternative assessment.	30 pts
Reading Strategy Presentation	Student develops a lesson plan and presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of students' needs for diverse accommodations	20 pts

Grading Scale:
93%-100% A
232-250

84%-92% B
210-231

75%-83% C
187-209

66%-74% D
165-186

Below 69% F
0-164

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard.

TOPICS COVERED BY MLE5150:

Week 1 & 2 Advance Teaming Activities including:

- a. Team leadership roles
- b. Team levels of participation and performance
- c. Team conflict resolutions scenarios

Week 3 Gardner’s Multiple Intelligences

- a. Gardner’s Multiple Intelligences Activities to identify learning styles
- b. Tools to utilize in the classroom to address different learning styles

Week 4 Higher Order Thinking Skills (New vs. Old Bloom’s)

Week 5 Alternative Assessment strategies including rubrics

Week 6 Literature based strategies for middle level through appropriate level book talks.

Week 7 Content Area reading strategies: Students present a reading strategy appropriate for the middle level classroom and model the implementation of the strategy.

Week 8 & 9 Fogarty’s Methods of Integration : Robin Fogarty’s Models of Curriculum Integration

Week 10 Characteristics of Interdisciplinary Instruction with exploratory options

Week 11& 12 Interdisciplinary Unit Planning in teams according to instructors instructions

Week 13 &14 Technology use in the classroom including emerging alternative technology.

Week 15 Professional journal articles on integrated learning and interdisciplinary units

Key Researchers for Middle Level Teaching:

Alexander, William
Beane, James A.
Fogarty, Robin
Gardner, Howard
George, Paul
Johnson, David & Johnson, Roger
Kellough, Richard & Kellough, Noreen
Lounsbury, John. H
Rottier , Jerry
Vacca, Richard & Vacca, Jo Anne
Vars, Gordan F.
Wood, Karlyn

Suggested Journals for Article Reviews

Middle Ground	Middle School Journal	
Educational Leadership	Social Education	American Education
Elementary School Journal	Phi Delta Kappan	Schools in the Middle
Journal of Staff Development	Childhood Education	Journal of Adolescent and Adult Literacy
The Reading Teacher	Educational Forum	
Journal of Teacher Education	The Social Studies	
Social Studies & The Young Learner	Theory and Research in Social Education	

Unit Conceptual Framework- References

*Denotes Unit conceptual Framework References

- Anfara, V. (2002). Middle school curriculum, instruction and assessment. Greenwich, Connecticut: Middle Level Education Research.
- Beane, J. A. (1994). *A middle school curriculum—from rhetoric to reality*. Columbus, OH: National Middle School Association.
- *Bloom, B. (1984). *The search for methods of group instruction as effective as one-to-one tutoring*. *Educational Leadership*, 41, 4-17.
- *Brophy, J. & Good, T. (1986). Teacher behavior and student achievement. In Wittrock M., *Handbook of Research on Teaching*. (3rd Ed.), New York, NY: MacMillan.
- Caskey, M. (Ed.) (2005). *Making a difference: action research in middle level education*. Greenwich, Connecticut: Middle Level Education Research.
- *Dunn, R. (1991). Rita Dunn answers question on learning styles. *Educational Leadership*, 48, 15-19.
- Fogarty, R. (1991). *How to integrate the curricula*. Palatine, IL.: Skylight Publishing, Inc.
- Fogarty, R., Bellanca, J. (2003). *Blueprints for achievement in the cooperative classroom*. (3rd Ed.). Glenview, IL: Pearson/Skylight.
- Gardner, H. (2006) *Multiple intelligences: new horizons*. Cambridge, MA: Basic Books.
- George, P. & Alexander, W. (2003) *The exemplary middle school*. (3rd Ed.). Belmont, CA.: Wadsworth/Thomson Learning.
- George, P., Stevenson, C., Thomason, J., and Beane, J.(1992). *The middle school—and beyond*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D. & Johnson, R. (1999). *Learning together and alone: cooperative, competitive and individualistic learning*. (5th Ed.). Boston, MA: Allyn and Bacon.
- Kellough, R. & Kellough, N.. (2008). *Teaching young adolescents: Methods and resources for middle grade teaching*. Fifth Edition, Columbus, OH.: Pearson/Merrill Prentice Hall
- *Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. San Francisco, CA: Harper & Row.
- Lockart, G. (1996) *Grouping practices and their effects on middle level gifted students*. Ann Arbor, MI: UMI Dissertation Services.
- *Piaget, J. (1977). *The essential Piaget*. New York, NY: Basic Books.
- Roberts, P. & Kellough, R. (2004). *A guide for developing interdisciplinary units*. (3rd Ed.) Columbus, OH: Pearson/Merrill Prentice Hall.
- Rottier, J. (1996). *Implementing and improving teaming: A handbook for middle level educators*. Westerville, OH: NMSA.
- *Slavin, R.E. (1987, Summer). Ability grouping and its alternatives: Must we track? *American Educator*.
- *Slavin, R.E. (1991b). Ability grouping cooperative learning and the gifted. *Journal for the Education of the Gifted*, 14, 3-6.
- *Slavin, R.E. (1991a). Synthesis of research on cooperative learning. *Educational Leadership*, 47, 52-55.
- Vars, G. (1993). *Interdisciplinary teaching*. Westerville, OH: NMSA.
- Vacca, R. & Vacca, J. (2005) *Content area reading :Literacy and learning across the curriculum*. (8th Ed.). Boston: Pearson.
- Wood, K. E. (2001). *Interdisciplinary instruction: A practical guide for elementary and middle school teachers*. Columbus, OH: Merrill Prentice Hall.