

EASTERN ILLINOIS UNIVERSITY
EARLY, ELEMENTARY, & MIDDLE LEVEL EDUCATION

MLE 5150:032 INTERDISCIPLINARY CURRICULUM IN THE MIDDLE LEVEL SCHOOL

Credit Hours: 3 semester hours

Prerequisites: ELE 3000 and ELE 3280; SED 3000 or SED 3330 and EDP 3331; completion of the Alternate Certification Program; or permission of department chair.

Instructor: Dr. John H. Bickford III

Phone: 581-7881 (office); 217-508-6368 (cell)

E-mail: jbickford@eiu.edu

Office Hours: 2-3pm M, T, W, & TH

Class Meetings: 8am-10:45am

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

Graduate Mission Statement: The Graduate Program in Elementary Education advances 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 graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

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.

Supplemental Materials: None

Teaching Models:

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.

AMLE:

http://www.nmsa.org/portals/0/doc/preparation/standards/NMSA_Masters_Standards_July_2005.doc

International Society for Technology in Education (ISTE) Standards for Students (2007)

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

Standards for Teachers (2008)

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

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 AMLE Standards	Aligned Standards for Graduate Programs at Eastern Illinois University
Participation	II. Middle Level Philosophy & School Organization 5. Understand the team process VII. Middle Level Professional Roles 1. Understand role as a middle level professional 2. Understand the importance of their influence on young adolescents 3. Understand the responsibility of upholding high professional standards 6. Have a comprehensive understanding of teaming/collaboration	The graduate student will demonstrate 1.d an understanding and respect for professional ethics in the discipline 1.e a respect for the professional environment through their honesty, integrity and professionalism 5.a an understanding of individual differences in clientele 5.b a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace 6.a the ability to collaborate with other professionals to promote success of their clientele

<p>Group Presentations on Models of Integration</p>	<p>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.</p> <p>I. Young Adolescent Development</p> <p>5. Have an in-depth knowledge of a wide variety of teaching/learning strategies</p> <p>III. Middle Level Curriculum and assessment</p> <ol style="list-style-type: none"> 1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative and exploratory 2. Know how to select and adapt curriculum 4. Possess depth and breadth of content knowledge 5. Knowledge about curriculum standards and models 6. Know how to incorporate young adolescents' ideas, interests and experiences into the curriculum 7. Understand roles and responsibilities in the total school curriculum 9. Understand major curriculum Theories <p>IV. Middle Level Teaching Fields</p> <p>4. Knowledgeable about teaching and assessment strategies</p> <p>V. Middle Level Instruction and Assessment</p> <ol style="list-style-type: none"> 1. Understand principles of instruction and assessment including theories and research to support them 3. Understand that teaching of higher order thinking skills is an integral part of assessment and instruction 4. Understand ways to teach core concepts, skills, of inquiry, problem solving, collaboration and communication 	<p>2.a critical thinking and problem solving</p> <p>2.b the ability to effectively evaluate situations and identify an appropriate course of action.</p> <p>3.a effective oral communication skills</p> <p>3.b effective written communication skills</p> <p>5.c a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>6.a the ability to collaborate with other professionals to promote the success of their clientele</p>
<p>Interdisciplinary Units</p>	<p>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.</p> <p>Teams of students will present the IDU to the class using Power Point. The exploratory classes will also be involved in the IDU.</p> <p>I. Young Adolescent Development</p> <ol style="list-style-type: none"> 1. Understand major concepts, principles, theories and research of adolescent development 4. understand the range of individual differences and evaluate their effects on teaching and learning 5. Have an in-depth knowledge of a wide variety of teaching/learning strategies <p>II. Middle Level Philosophy and School Organization</p> <p>5. Understand the team process</p> <p>III. Middle Level Curriculum and Assessment</p> <ol style="list-style-type: none"> 1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative and exploratory 2. Know how to select and adapt curriculum 3. Understand the interdisciplinary nature of knowledge/how to make connections in curriculum 4. Possess depth and breadth of content knowledge 5. Knowledge about curriculum standards and models 6. Know how to incorporate young adolescents' ideas, interests and experiences into the curriculum 7. Understand roles and responsibilities in the total school curriculum 10. Understand effective assessment strategies <p>IV. Middle Level Instruction and Assessment</p> <ol style="list-style-type: none"> 1. Understand principles of instruction and assessment including theories and research that support them. 2. Know how to use content knowledge to make interdisciplinary connections <p>V.. Middle Level Instruction and Assessment</p> <ol style="list-style-type: none"> 1. Understand principles of instruction and assessment including theories and research to 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 of higher order thinking skills is an integral part of assessment and instruction 4. Understand ways to teach core concepts, skills, of inquiry, 	<p>1.a a depth of content knowledge in the discipline</p> <p>1.b effective use of technology as appropriate</p> <p>1.c the ability to apply content knowledge to practice</p> <p>1.d an understanding and respect for professional ethics in the discipline</p> <p>2.a critical thinking and problem solving</p> <p>2.b the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a effective oral communication skills</p> <p>3.b effective written communication skills</p> <p>3.c effective, fair and honest communication considering not only the message but also the audience</p> <p>4.a an understanding of the role of research in the discipline</p> <p>4.b the ability to conduct research and apply it to practice</p> <p>5.a an understanding of the individual differences in the clientele</p> <p>5.b a respect for all clientele by fostering a supportive and encouraging atmosphere in the workplace</p> <p>5.c a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>5.f. an ability to engage in reflective practice</p>

	<p>problem solving, collaboration and communication</p> <ol style="list-style-type: none"> 5. Know how to evaluate effectiveness of teaching, learning and assessment strategies 6. Understand how to motivate all young adolescents 7. Know how to establish a fair classroom environment 8. Teach curriculum in ways that encourage observation, questioning and interpreting ideas from diverse perspectives 9. Understand and analyze multiple roles of assessments 10. Know how to select and develop formal, informal and performance assessment techniques <p>VII. Middle Level Professional Roles</p> <ol style="list-style-type: none"> 5. Have a comprehensive understanding of teaming/collaboration 9. Are knowledgeable about research skills 	6.a the ability to collaborate with other professionals to promote the success of their clientele
Technology and Web Sites	<p>Ability to search, locate, and use technology information on-line</p> <p>IV. Middle Level Teaching Fields</p> <ol style="list-style-type: none"> 5. Know a variety of strategies of integrating state of the art technologies and literacy skills in their teaching fields <p>V. Middle Level Instruction & Assessment</p> <ol style="list-style-type: none"> 5. Know how to evaluate effectiveness of teaching, learning and assessment strategies <p>VII. Middle Level Professional Roles</p> <ol style="list-style-type: none"> 9. Are knowledgeable about the skills of research 	<p>1.b the effective use of technology as appropriate</p> <p>1.d an understanding and respect for professional ethics in the discipline</p>
Research Articles—Bibliography Notebook	<p>Student will analyze professional articles related to the integration of curriculum as well as differentiation of the curriculum.</p> <p>I. Young Adolescent Development</p> <ol style="list-style-type: none"> 1. Understand major concepts, principles, theories and research of adolescent development 4. understand the range of individual differences and evaluate their effects on teaching and learning 5. Have an in-depth knowledge of a wide variety of teaching/learning strategies 6. Comprehend implications of young adolescent development for school organization and components of successful middle level programs and schools <p>VII. Middle Level Professional Roles</p> <ol style="list-style-type: none"> 9. Are knowledgeable about the skills of research 	<p>3.a effective oral communication skills</p> <p>3.b effective written communication skills</p> <p>4.a an understanding of the role of research in the discipline</p> <p>5.f. an ability to engage in reflective practice</p>
Alternative Assessments	<p>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.</p> <p>IV. Middle Level Teaching Fields</p> <ol style="list-style-type: none"> 4. Knowledgeable about teaching and assessment Strategies 5. Know a variety of strategies of integrating state of the art technologies and literacy skills in their teaching fields <p>V.. Middle Level Instruction and Assessment</p> <ol style="list-style-type: none"> 1. Understand principles of instruction and assessment including theories and research to 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 of higher order thinking skills is an integral part of assessment and instruction 5. Know how to evaluate effectiveness of teaching, learning and assessment strategies 6. Understand how to motivate all young adolescents 9. Understand and analyze multiple roles of assessments 11. Know how to select and develop formal, informal and performance assessment techniques 	<p>2.a critical thinking and problem solving</p> <p>2.b the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>5.a an understanding of the individual differences in the clientele</p> <p>5.b a respect for all clientele by fostering a supportive and encouraging atmosphere in the workplace</p> <p>5.c a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>6.a the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b the ability to effectively work with the community to promote the success of the clientele</p>
Weaving writing and reading into the Curriculum of any Core subject.	<p>Reading and writing will be utilized in all subjects in the IDU.</p> <p>III. Middle Level Curriculum and Assessment</p> <ol style="list-style-type: none"> 1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative and exploratory 3. Understand the interdisciplinary nature of knowledge/how to make connections in curriculum 	<p>1.a a depth of content knowledge in the discipline</p> <p>1.b effective use of technology as appropriate</p> <p>1.c the ability to apply content knowledge to practice</p>

	<p>4. Possess depth and breadth of content knowledge</p> <p>5. Knowledge about curriculum standards and models</p> <p>6. Know how to incorporate young adolescents' ideas, interests and experiences into the curriculum</p> <p>7. Understand roles and responsibilities in the total school curriculum</p> <p>IV. Middle Level Instruction and Assessment</p> <p>2. Know how to use content knowledge to make interdisciplinary connections</p> <p>5. Know a variety of strategies of integrating state of the art technologies and literacy skills in their teaching fields</p>	<p>2.a critical thinking and problem solving</p> <p>2.b the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a effective oral communication skills</p> <p>3.b effective written communication skills</p> <p>3.c effective, fair and honest communication considering not only the message but also the audience</p> <p>4.b the ability to conduct research and apply it to practice</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p>
Content Reading in Regular Classroom	<p>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.</p> <p>I. Young Adolescent Development</p> <p>1. Understand major concepts, principles theories and research of adolescent development</p> <p>4. understand the range of individual differences and evaluate their effects on teaching and learning</p> <p>5. Have an in-depth knowledge of a wide variety of teaching/learning strategies</p> <p>III. Middle Level Curriculum and Assessment</p> <p>1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative and exploratory</p> <p>3. Understand the interdisciplinary nature of knowledge/how to make connections in curriculum</p> <p>4. Possess depth and breadth of content knowledge</p> <p>5. Knowledge about curriculum standards and models</p> <p>6. Know how to incorporate young adolescents' ideas, interests and experiences into the curriculum</p> <p>10. Understand effective assessment strategies</p> <p>IV. Middle Level Instruction and Assessment</p> <p>1. Know how to use content knowledge to make interdisciplinary connections</p> <p>5. Know a variety of strategies of integrating state of the art technologies and literacy skills in their teaching fields</p> <p>V.. Middle Level Instruction and Assessment</p> <p>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</p> <p>4. Understand that teaching of higher order thinking skills is an integral part of assessment and instruction</p> <p>5. Know how to evaluate effectiveness of teaching, learning and assessment strategies</p> <p>6. Understand how to motivate all young adolescents</p> <p>VII. Middle Level Professional Roles</p> <p>9. Are knowledgeable about the skills of research</p>	<p>1.a a depth of content knowledge in the discipline</p> <p>1.b effective use of technology as appropriate</p> <p>1.c the ability to apply content knowledge to practice</p> <p>3.a effective oral communication skills</p> <p>3.b effective written communication skills</p> <p>3.c effective, fair and honest communication considering not only the message but also the audience</p> <p>4.a an understanding of the role of research in the discipline</p> <p>4.b the ability to conduct research and apply it to practice</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p>

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a "spiral curriculum". The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course Requirements	Brief Instructions	Percentage & grade	Due Date
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, cooperative learning teaming activities and some class group presentations for Bloom's and Gardner's MI.	15%/15 points	Ongoing
Group Presentations on Models of Integration	Group presentations on curriculum integration methods based on Robin Fogarty's models of integration. Additional work will occur with Gardner's MI and Blooms with class presentations (Part of daily participation)	10%/10 points	7/1-7/3
Interdisciplinary Units	<p>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:</p> <ol style="list-style-type: none"> 1. 1st page: Name of thematic unit and team members 2. 2nd page: Table of contents (Group: 5 points) 3. Section A: <ol style="list-style-type: none"> a. Thematic rationale (address the unit objectives and state the essential question) (Group: 10 points) b. Content web (as a graph/chart in list format) <ol style="list-style-type: none"> i. Curricular links (by day/activity) ii. ILS/CC Standards (by day/activity) iii. MI placement (by day/activity) iv. Blooms placement (by day/activity) (Group: 25 points) 4. Section B: <ol style="list-style-type: none"> a. Daily lesson plans (bulleted points by activities) accounting for 5 class periods per person (3 person group=15; 2 person group=10) (Individual: 5 points) b. Copies of all handouts <ol style="list-style-type: none"> i. Content area literacy strategies (summary and application to content): 5 per person (Individual: 10 points) ii. Assessments (summary and rubric): 2 per person (Individual: 5 points) c. List of resources: <ol style="list-style-type: none"> i. Web-based (with summary): 10 per person (Individual: 5 points) ii. Research articles (with review): 1 per person (Individual: 5 points) iii. Children's literature (with summary): 1 per person (Individual: 5 points) 	<p>75%/75 points</p> <p>Group: 40%/40 points</p> <p>Individual: 35%/35 points</p>	7/3

Grading Scale: 93%-100% A; 85%-92% B; 77%-84% C; 70%-76% D; Below 69% F

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.

Course Schedule

Day 1, Monday, 6/10 → Introduction; Discussion of syllabus

HW: Read chapter 1 (1-51)

Day 2, Tuesday, 6/11 → Discuss Chapter 1; Interdisciplinary activity on the Bicks & the Fords; Content area literacy strategy: TKQ on CC

HW: Read chapter 2 (53-86)

Day 3, Wednesday, 6/12 → Discuss Chapter 2; Interdisciplinary activity on the checks; Content area literacy strategy: Organiz/Reorganiz on CC

HW: Read chapter 3 (87-136) & locate 10 quality web-based resources for your IDU (assignment 4Ci above)

Day 4, Thursday, 6/13 → Discuss Chapter 3; Interdisciplinary activity on Pharaoh Tutankhamen; Content area literacy strategy: Inquiry on Slv

HW: Read chapter 4 (137-186) & submit summaries of web-based resources (assignment 4Ci above)

Day 5, Monday, 6/17 → Discuss Chapter 4; Interdisciplinary activity on children's literature; Content area literacy strategy: Connections on Slv

HW: Locate & read research article on your content area for your IDU (assignment 4Cii above)

Day 6, Tuesday, 6/18 → Authentic assessment (HistFict NP); In-class group work

HW: Submit research article on your content area for your IDU (assignment 4Cii above)

Day 7, Wednesday, 6/19 → Authentic assessment (OPC); In-class group work

HW: Locate & read children's literature related to your content area for your IDU (assignment 4Ciii above)

Day 8, Thursday, 6/20 → Expository writing (Egypt); In-class group work

HW: Submit children's literature related to your content area for your IDU (assignment 4Ciii above)

Day 9, Monday, 6/24 → Developing rubrics (OPC, expository writing, HistFict NP); In-class group work

HW: Develop summaries of content area literacy strategies (assignment 4Bi above)

Day 10, Tuesday, 6/25 → TBA; In-class group work

HW: Submit content area literacy strategies for your IDU (assignment 4Bi above)

Day 11, Wednesday, 6/26 → TBA; In-class group work

HW: Develop summaries and rubrics for your authentic assessments for your IDU (assignment 4Bii above)

Day 12, Thursday, 6/27 → TBA; In-class group work

HW: Submit authentic assessments for your IDU (assignment 4Bii above)

Day 13, Monday, 7/1 → Presentations

HW: Work on IDUs

Day 14, Tuesday, 7/2 → Presentations

HW: Work on IDUs

Day 15, Wednesday, 7/3 → Presentations

HW: Submit IDUs

Day 16, Monday, 7/8 → Final Exam

References for MLE 5150: *Interdisciplinary Curriculum in the Middle School*

- 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.