Course Description: Interdisciplinary organization and instruction appropriate for middle-level schools. Emphasis on interdisciplinary approaches and methods that facilitate integrated learning as well as appropriate assessment and evaluation techniques. Four weeks of clinical experiences with middle-level students.

Prerequisites: MLE 3110 or permission of department chair

Purpose of the Course: This course is designed to provide middle-level teachers with instruction in interdisciplinary teaching, an element of effective middle-level schools.

Textbooks:  

Supplemental materials: Livetext account required. NOTE: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Model of Teaching: Inductive Model (Joyce and Weil, 1996). This model, developed by Hilda Taba, was designed to help students improve their ability to categorize and to use categories. Three cognitive tasks are included in this strategy:
1. Concept formation, which includes identifying and enumerating data, grouping data, and developing categories and label for the groups.
2. Interpreting, inferring, and generalizing data.
3. Applying principles to explain new phenomena or predicting consequences. This model was promoted specifically to develop, improve and increase thinking capacity.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Course requirements and demonstrated competencies are aligned with the following standards:
Illinois Professional Teaching Standards (IPTS)  
http://www.isbe.il.us/profprep/PDFs/ipts.pdf
Association for Childhood Education International (ACEI)  
http://www.acei.org/Synopsis.htm
Illinois Core Language Arts Standards (ICLAS)  
http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
Outcomes Specific to the Course:
The students will gain a better understanding and practice:
1. a conceptual understanding of the rationale and practice of interdisciplinary instruction at the middle level.
2. 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. appropriate assessment methods and instruments that comply with current state guidelines and mandates as well as the rationale and development of alternative assessments.
4. teaming implementation of the middle school along with conflict resolution.
5. providing for the uniqueness of individuals and foster appreciation for those differences.
6. modeling and developing in students intellectual, social, ethical and moral skills and behaviors.
7. performing successfully within the social and political contexts of diverse schools and communities.
8. designing an interdisciplinary unit to integrate students, subjects, strategies and societies.
9. the use of technology to design/enhance the development of interdisciplinary curriculum.

Course Requirements/Demonstrated Competencies

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<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tbody>
<tr>
<td>Planning</td>
<td>A conceptual understanding of the rationale and practice of interdisciplinary instruction at the middle level will be developed through a team implementation of an interdisciplinary unit. The IDU will address issues of implementing diverse strategies such as learning styles, higher order thinking skills, inclusion strategies and the role of alternative assessment.</td>
<td>IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9&lt;br&gt;ACEI 1, 2, 8, 3, 1, 3, 2, 3, 3, 4, 4, 5, 4&lt;br&gt;ICTS 3A, 3F, 6A, 6B, 6C, 6D&lt;br&gt;L.A. 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2H, 3B, 3C, 3D, 3G</td>
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<tr>
<td>Research</td>
<td>Students will research different methods of integration by utilizing concepts from Robin Fogarty, Howard Gardner, Bloom, Johnson and Johnson as strategies for methods of integration.</td>
<td>IPTS 1, 2, 3&lt;br&gt;ACEI 1, 2, 8, 3, 2&lt;br&gt;ICTS 2A, B, F&lt;br&gt;L.A. 1B, 1C, 1G, 2B, 2E,</td>
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<tr>
<td>Technology</td>
<td>Performance includes knowledge, use, and application of technology tools in teaching, research, planning, communication, and presentation. Focus is on increasing student technology skills and enabling students to utilize technology products of the classroom and to post online. Students will utilize word</td>
<td>IPTS 12&lt;br&gt;ACEI 5, 3, 5, 4&lt;br&gt;ICTS 1A, C, F, 2A, B, C, D, E, F, G, H, 3A, B, C, D, E, F, 4A, 5A, B, E, H, 7A, B, I, J, L, 8A, B, C, D, E&lt;br&gt;L.A. 1, 2, 3</td>
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### Advance Teaming at the middle level

Students will practice teaming strategies with an emphasis on conflict resolution and performance levels of teams according to various reading sources.

- **IPTS**: 9A, D, E, H, I, J, Q, 10D, 11
- **ACEI**: 2A, 5.1
- **ICTS**: 1A,B,F
- **L.A.**: 1C, F, 2A, B, E, F, H

### Diverse Assessment Strategies

Students will compare appropriate assessments methods and instruments that comply with current state guidelines as well as the rationale and development of alternative assessments.

- **ACEI**: 1, 2.8, 3.1, 4
- **L.A.**: 3C, D, E, F, G
- **ICTS**: 1A,F, 2A,B,C,D,E,F,G,H

### 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.

- **IPTS**: 9, 10, 11
- **ACEI**: 5.1
- **ICTS**: 1A,F, 2A,B,C,D,E,F,G,H

### Course Requirements

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<tr>
<th>Course Requirements</th>
<th>Brief Instructions</th>
<th>Percentage of grade</th>
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<tr>
<td>Exams</td>
<td>Two exams based on assigned readings, classroom presentations and discussions. 60 points</td>
<td>12%</td>
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<tr>
<td>Article reviews</td>
<td>Select two current articles concerning interdisciplinary teaching and/or teaming in the middle school. Write reviews of the articles. Rubrics will be passed out in class. 50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>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. 60 points</td>
<td>12%</td>
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<tr>
<td>Videos Reviews</td>
<td>Write a one page review of each video shown. 30 points</td>
<td>6%</td>
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<tr>
<td>Technology Resources</td>
<td>Locate 5 web sites that correlate with your IDU and implement them into your interdisciplinary unit. They may be student sites or</td>
<td>1%</td>
</tr>
<tr>
<td>Resource Sites for You</td>
<td>Interdisciplinary Unit Development</td>
<td>Fogarty Methods of Integration</td>
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| Tell how you will use each site and give its web location. 5 points | 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 3150 class. A rubric and criteria will be passed out. This typed unit should have the following components:  
   A. A designed front page with name of thematic unit and members of the team.  
   B. Second page with thematic rationale, table of contents or course outline, course rubric for assessments in the different course areas, and grading scale.  
   C. Illinois State Goals  
   D. Unit (personal) goals  
   E. Daily lesson plans including activities used in the unit which address different learning styles along with cooperative learning groups.  
   F. Assessment tools using a variety of traditional and alternative assessment strategies (3 minimum for each subject area) with answer keys and rubrics where appropriate.  
   G. Power Point presentation of unit With Inspirations Webbing 150 points | Group presentation on curriculum integration methods based on Robin Fogarty’s models of integration. 50 points | Lesson plan, assessment construction, MI activity. 50 points | Advance Team planning for both MLE3150 and MLE4760. 45 points |

**Total 500 points**

This is subject to change by the instructor.

A = 93%  
B = 84%  
C = 76%  
D = 70%

**Course Topics:**

Week 1  Review expectations, syllabus, lesson plans etc  
Week 2  Advance teaming concepts including roles of team members and conflict resolution  
Week 3 & 4  Howard Gardner’s Multiple Intelligences and higher order thinking skills model  
Week 5  Alternative assessments appropriate for the middle level student  
Week 6  Cooperative learning groups according to Johnson & Johnson and the Rationale for Interdisciplinary Units  
Week 7  Curriculum innovations  
Week 8 & 9  Fogarty’s Methods of Integration  
Week 10 & 11  Development of an interdisciplinary unit with a team concept and utilizing all of the components discussed. Utilizing technology in the IDU

**Schedule:**

Jan. 8  Syllabus, schedule; lesson plan orientation; expectations of class grading; attendance policy. Write a one day lesson plan using EIU format; Print...
Jan. 10  **Lesson plan due.** State Goals, Problems of the Middle School Child (CD Don’t laugh at Me) and Through the Cracks; Read Chapters 1-5 in Implementing and Improving Teaming, Discuss Journal articles; Turn in Department Permission to Student Teach; Internet Assignment due

Jan. 15  Team Concept, Effectiveness of the middle school. In groups discuss the characteristics of teaming in your practicum experience and compare and contrast these characteristics of the text. Read Chapters 6-7

Jan. 17  Discussion of roles of team members in a middle school. Read Chapter 9-12 Team problems; conflict resolution; Scenarios for group work. “What really makes a team work?”

Jan. 22  Howard Gardner's Multiple Intelligences discussion and video; group work by subjects; Brainstorm activities that would meet the different styles of learning as defined by Gardner.

Jan. 24  MI Activity and notes; Review for test

**Jan. 29**  **Test** over Teaming and Gardner’s MI; Practicum assignment

**Magazine Articles Reviews Due** (include the article) Use appropriate review critique.

Jan. 31  Practicum Discussion; Syllabus; dress code; scheduling observations; journal writing

Feb. 4-29  **Practicum**

March 4  Discussion of Practicum/ **Reminder to work on Portfolios/Submit to Livetext**

March 6  Alternative Assessment Strategies Discussion; Bloom’s Taxonomy; Video: Alternative Assessment

Mar. 10-14  **Spring Break**

Mar. 18  Read Chapter 1& 2 in **Interdisciplinary Instruction; Rationale of Interdisciplinary teaching; Video: Curriculum Innovations**

Mar. 20  Characteristics of a Good IDU; Portfolios due this week; Sign up on schedule on office door; Discuss possible topics for IDU.

Mar. 25  Discussion of Fogarty: Assign models to teams

Mar. 27  Group presentations: fragmented, connected, nested, sequence, shared, webbed, threaded, integrate, immersed, networked; Discussion; Read Chap. 4 & 6 in Interdisciplinary Instruction

April 1  Discussion criteria of IDU and rubric; Discussion of possible topics for IDUs subject to instructor’s approval

April 3  Review for test over IDU. Extra Credit for presentation of articles on IDUs

April 8  **Exam** over IDUs

April 10  Class work day/ Assessment in class

April 15  Computer day; Rm. 2445 Computer Lab (Inspirations and Power Point)

April 17  Library work on IDU

April 22  Livetext work with Unit Rubrics Due/ Possible Computer Lab

April 24  **Unit Presentations**

**April 29**  **Final Exams due at 9:30 in the classroom/Pick up Units**

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**Key Researchers for Middle Level Teaching:**

Beane, James A.
Fogarty, Robin
Lounsbury, John. H
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  Learning
The Reading Teacher  Educational Forum         The Clearing House
Journal of Teacher Education  The Social Studies  Teacher
Social Studies & The Young Learner  Theory and Research in Social Education

BIBLIOGRAPHY


**Knowledge Base Authors**

Bloom, B. (1984). The search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership*, 41, 4-17


