Course Description: Interdisciplinary organization of curriculum and instructional techniques appropriate for middle-level schools. Emphasis is 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 will be in partial fulfillment of the ISBE Middle-Level endorsement.

Objectives 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.

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.


Model of Teaching: Inductive Model (Joyce and Weil, 1972). This model, developed by Hilda Taba, was designed to help student 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.

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:
1. Attendance and class participation are essential (5 points will be earned for each day in class.)
2. Take comprehensive notes.
3. Work with a group of teachers to locate information about, study the components of, and present to the class one model of interdisciplinary integration.
4. Develop within your group a complete interdisciplinary unit that can be used in your middle school. Present this unit in class using Power Point. (Rubrics and criteria will be supplied)
5. Locate 5 WWW sites that are content related and can be woven into your interdisciplinary unit.
6. Draw 2 content area-reading strategies that you can use in your classroom. Distribute a sheet that gives an explanation of the strategy, and tell how you would use it. Demonstrate by teaching a sample lesson utilizing the strategy. Develop a content reading notebook.
7. Weave reading and writing into your interdisciplinary unit.
8. Develop alternate assessments for your IDU, as well as traditional assessments (portfolio, peer evaluation, performance based, etc.)
9. Research 2 articles about interdisciplinary instruction and/or integrated learning. Write a review of each article and present one in class. (Rubric will be supplied) Present one to the class.
10. Present two adolescent book talk to the class. Prepare a book talk copy for every member of the class. Books should not be older than 7 years unless you have permission from the instructor.

Additional instructions for all assignments will be given in class. Changes to this syllabus might change at the discretion of the instructor.

| Attendance/Participation | 60 pts |
| Article Reviews/ Presentation | 50 pts |
| Integrated Teaching Method presentation | 50 pts |
| IDU Curriculum Unit | 150 pts |
| Reading Strategies Presentation/notebook | 75 pts |
| Web sites | 10 pts |
| Book Talks | 20 pts |
| Total Points | 415 pts |

Grade:

93-100%  A
85-92%  B
76-84%  C
70-76%  D
69% and below F
Schedule:

Thurs Jan. 10  Syllabus, assignments, book talks, reading strategies, group presentations. Read Chapter 1 Exemplary School Discussion of the history of Middle Schools. Through the Cracks “Don’t Laugh At Me.”

Thurs. Jan. 17  Discussion; adolescent characteristics, Review of Middle School concept. Advance team information. Read Chapter 1 & 2 Turning Points

Thurs. Jan. 24  Discussion of team roles, Teaming Activity; Team problems, conflict Resolution scenarios

Thurs. Jan. 31  List books for book talks, Read chapter 3 & 4 Turning Points Discussion Blooms and Blooms Activity

Thurs. Feb. 7  Howard Gardner Multiple Intelligences Video; MI Activity & group work

Thurs. Feb. 14  Book Talk I; Cooperative learning/team building activities; Reading Strategy 9 & 11

Thurs. Feb. 21  Alternative assessment discussion; Rubrics discussion group work, Reading Strategy 6 & 10

Thurs. Feb. 28  Presentation of Journal Articles Due; Both articles due

Thurs. Mar. 6  Introduction to IDU; Rationale and Characteristics of IDU Reading Strategy 3 & 4

Thurs. Mar. 13  Spring Break

Thurs. Mar. 20  Group work with Connecting the Curriculum; Reading strategy 5 & 12

Thurs. Mar. 27  Book Talk II; Intro to Fogarty; Group Work for presentations Reading Strategy 2

Thurs. April 3  Group Presentations: Practice methods presented; Reading Strategy 7 Finish any remaining Book talks, article presentations and reading strategies; Groups assigned; pick topics, discuss criteria; begin planning units;

Thurs. April 10  Reading Strategy/Bib Notebook Due; Work Day for IDU in class

Thurs. April 17  Computer Day for IDU/Inspiration Webbing

Thurs. April 24  Presentations of IDUs
**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, Gordon F.  
Wood, Karlyn

**Suggested Journals for Article Reviews**

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<tr>
<th>Middle Ground</th>
<th>Middle School Journal</th>
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<tr>
<td>Educational Leadership</td>
<td>Social Education</td>
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<td>Elementary School Journal</td>
<td>Phi Delta Kappan</td>
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<td>Journal of Staff Development</td>
<td>Childhood Education</td>
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<td>The Reading Teacher</td>
<td>Educational Forum</td>
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<td>Journal of Teacher Education</td>
<td>The Social Studies</td>
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<td>Social Studies &amp; The Young Learner</td>
<td>Theory and Research in Social Education</td>
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**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


