MLE 5150: INTERDISCIPLINARY CURRICULUM IN THE MIDDLE LEVEL SCHOOL

Credit Hours: 3 semester hours
Prerequisites: None
Instructor: Linda W. Loy
Phone: (O) 581-7862 (H) 536-5269
E-mail: lwloy@eiu.edu
Office Hours: MTWR 1:15-2:30
Class Meetings: MTWR 8-10:45

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:

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. (p. 28-30)


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.

National Middle School Association Standards:
International Society for Technology in Education (ISTE) Standards for Students (2007)
Standards for Teachers (2008)

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.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards for Graduate Programs at Eastern Illinois University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>II. Middle Level Philosophy &amp; School Organization</td>
<td>The graduate student will demonstrate</td>
</tr>
<tr>
<td></td>
<td>5. Understand the team process</td>
<td>1.d an understanding and respect for professional ethics</td>
</tr>
<tr>
<td></td>
<td>VII. Middle Level Professional Roles</td>
<td>in the discipline</td>
</tr>
<tr>
<td></td>
<td>1. Understand role as a middle level professional</td>
<td>1.e a respect for the professional environment</td>
</tr>
<tr>
<td></td>
<td>2. Understand the importance of their influence on young adolescents</td>
<td>through their honesty, integrity and professionalism</td>
</tr>
<tr>
<td></td>
<td>3. Understand the responsibility of upholding high professional standards</td>
<td>5.a an understanding of individual differences in clientele</td>
</tr>
<tr>
<td></td>
<td>6. Have a comprehensive understanding of teaming/collaboration</td>
<td>5.b a respect for all clientele by fostering a supportive and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>encouraging atmosphere in their workplace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.a the ability to collaborate with other professionals to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>promote success of their clientele</td>
</tr>
</tbody>
</table>
| 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. Young Adolescent Development  
5. Have an in-depth knowledge of a wide variety of teaching/learning strategies  
III. Middle Level Curriculum and Assessment  
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  
IV. Middle Level Teaching Fields  
4. Knowledgeable about teaching and assessment strategies  
V. Middle Level Instruction and Assessment  
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  |
|---|---|
| Interdisciplinary Units | 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. Teams of students will present the IDU to the class using Power Point. The exploratory classes will also be involved in the IDU.  
I. Young Adolescent Development  
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  
II. Middle Level Philosophy and School Organization  
5. Understand the team process  
III. Middle Level Curriculum and Assessment  
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  | 2.a critical thinking and problem solving  
2.b the ability to effectively evaluate situations and identify an appropriate course of action.  
3.a effective oral communication skills  
3.b effective written communication skills  
5.c a respect for individual differences through the use of rich and varied approaches  
6.a the ability to collaborate with other professionals to promote the success of their clientele  |
| --- | --- |
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

IV. Middle Level Instruction and Assessment
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

V. Middle Level Instruction and Assessment
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, problem solving, collaboration and communication
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

VII. Middle Level Professional Roles
5. Have a comprehensive understanding of teaming/collaboration
9. Are knowledgeable about research skills

Technology and Web Sites

- Ability to search, locate, and use technology information on-line

IV. Middle Level Teaching Fields
5. Know a variety of strategies of integrating state of the art technologies and literacy skills in their teaching fields

V. Middle Level Instruction & Assessment
5. Know how to evaluate effectiveness of teaching, learning and assessment strategies

VII. Middle Level Professional Roles
9. Are knowledgeable about the skills of research

role of research in the discipline
4.b the ability to conduct research and apply it to practice
5.a an understanding of the individual differences in the clientele
5.b a respect for all clientele by fostering a supportive and encouraging atmosphere in the workplace
5.c a respect for individual differences through the use of rich and varied approaches
6.a the ability to collaborate with other professionals to promote the success of their clientele
Research Articles—Bibliography Notebook

Student will analyze professional articles related to the integration of curriculum as well as differentiation of the curriculum.

I. Young Adolescent Development
   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

VII. Middle Level Professional Roles
   9. Are knowledgeable about the skills of research

3.a effective oral communication skills
3.b effective written communication skills
4.a an understanding of the role of research in the discipline

Alternative Assessments

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.

IV. Middle Level Teaching Fields
   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

V. Middle Level Instruction and Assessment
   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

2.a critical thinking and problem solving
2.b the ability to effectively evaluate situations and identify an appropriate course of action
5.a an understanding of the individual differences in the clientele
5.b a respect for all clientele by fostering a supportive and encouraging atmosphere in the workplace
5.c a respect for individual differences through the use of rich and varied approaches
6.a the ability to collaborate with other professionals to promote the success of their clientele
6.b the ability to effectively work with the community to promote the success of the clientele

Weaving writing and reading into the Curriculum of any Core subject.

Reading and writing will be utilized in all subjects in the IDU.

III. Middle Level Curriculum and Assessment
   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

1.a a depth of content knowledge in the discipline
1.b effective use of technology as appropriate
1.c the ability to apply content knowledge to practice
2.a critical thinking and problem solving
<table>
<thead>
<tr>
<th>IV. Middle Level Instruction and Assessment</th>
<th>Content Reading in Regular Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Possess depth and breadth of content knowledge</td>
<td>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.</td>
</tr>
<tr>
<td>5. Knowledge about curriculum standards and models</td>
<td></td>
</tr>
<tr>
<td>6. Know how to incorporate young adolescents’ ideas, interests and experiences into the curriculum</td>
<td></td>
</tr>
<tr>
<td>7. Understand roles and responsibilities in the total school curriculum</td>
<td></td>
</tr>
<tr>
<td>IV. Middle Level Instruction and Assessment</td>
<td></td>
</tr>
<tr>
<td>2. Know how to use content knowledge to make interdisciplinary connections</td>
<td></td>
</tr>
<tr>
<td>5. Know a variety of strategies of integrating state of the art technologies and literacy skills in their teaching fields</td>
<td></td>
</tr>
<tr>
<td>2.b the ability to effectively evaluate situations and identify an appropriate course of action</td>
<td></td>
</tr>
<tr>
<td>3.a effective oral communication skills</td>
<td></td>
</tr>
<tr>
<td>3.b effective written communication skills</td>
<td></td>
</tr>
<tr>
<td>3.c effective, fair and honest communication considering not only the message but also the audience</td>
<td></td>
</tr>
<tr>
<td>4.b the ability to conduct research and apply it to practice</td>
<td></td>
</tr>
<tr>
<td>Tech: 1A, 1C, 1F</td>
<td></td>
</tr>
<tr>
<td>III. Middle Level Curriculum and Assessment</td>
<td></td>
</tr>
<tr>
<td>1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative and exploratory</td>
<td></td>
</tr>
<tr>
<td>3. Understand the interdisciplinary nature of knowledge/how to make connections in curriculum</td>
<td></td>
</tr>
<tr>
<td>4. Possess depth and breadth of content knowledge</td>
<td></td>
</tr>
<tr>
<td>5. Knowledge about curriculum standards and models</td>
<td></td>
</tr>
<tr>
<td>6. Know how to incorporate young adolescents’ ideas, interests and experiences into the curriculum</td>
<td></td>
</tr>
<tr>
<td>10. Understand effective assessment strategies</td>
<td></td>
</tr>
<tr>
<td>IV. Middle Level Instruction and Assessment</td>
<td></td>
</tr>
<tr>
<td>1. Know how to use content knowledge to make interdisciplinary connections</td>
<td></td>
</tr>
<tr>
<td>5. Know a variety of strategies of integrating state of the art technologies and literacy skills in their teaching fields</td>
<td></td>
</tr>
<tr>
<td>V. Middle Level Instruction and Assessment</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>4. Understand that teaching of higher order thinking skills is an integral part of assessment and instruction</td>
<td></td>
</tr>
<tr>
<td>5. Know how to evaluate effectiveness of teaching, learning and assessment strategies</td>
<td></td>
</tr>
<tr>
<td>1.a a depth of content knowledge in the discipline</td>
<td></td>
</tr>
<tr>
<td>1.b effective use of technology as appropriate</td>
<td></td>
</tr>
<tr>
<td>1.c the ability to apply content knowledge to practice</td>
<td></td>
</tr>
<tr>
<td>3.a effective oral communication skills</td>
<td></td>
</tr>
<tr>
<td>3.b effective written communication skills</td>
<td></td>
</tr>
<tr>
<td>3.c effective, fair and honest communication considering not only the message but also the audience</td>
<td></td>
</tr>
<tr>
<td>4.a an understanding of the role of research in the discipline</td>
<td></td>
</tr>
<tr>
<td>4.b the ability to conduct research and apply it to practice</td>
<td></td>
</tr>
</tbody>
</table>
6. Understand how to motivate all young adolescents

VII. Middle Level Professional Roles

9. Are knowledgeable about the skills of research

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Brief Instructions</th>
<th>Percentage of grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<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, cooperative learning teaming activities and some class group presentations for Bloom’s and Gardner’s MI</td>
<td>15%</td>
<td>__ points</td>
</tr>
<tr>
<td>Group Presentations on Models of Integration</td>
<td>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)</td>
<td>7%</td>
<td>__ points</td>
</tr>
</tbody>
</table>
| Interdisciplinary Units | 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 5150 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 checklist 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 as directed by the instructor.
F. Assessment tools using a variety of traditional and alternative assessment strategies (5 minimum for each subject area) with answer keys and at least 2 rubrics where appropriate.
G. Power Point presentation of unit with | 39%                  | __ points |
<table>
<thead>
<tr>
<th>Technology &amp; Websites</th>
<th>Inspirations Webbing. Additional requirements will be discussed in class such as numerous variety of resources for the unit</th>
<th>1% __ points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Locate 5 web sites that correlate with your IDU and implement them into your interdisciplinary unit. They may be student sites or resource sites for you. Tell how you will use each site and give its web location. In addition locate 10 sites that pertain to your area of concentration and evaluate these sites by a form from the instructor.</td>
<td></td>
</tr>
<tr>
<td>Research Articles Reviews/Bibliography Notebook</td>
<td>Select five current articles concerning interdisciplinary teaching and/or reading in the middle school. Write reviews of the articles. Rubrics will be passed out in class. One or two articles will be presented in class. Book Talks: Two adolescent books approved by the instructor will be presented in class. One of the presentations will be in a creative form. The overall format will be discussed in class. All book talks must be complied in a notebook and may be combined with the reading strategies notebook below.</td>
<td>12% __ points __ points</td>
</tr>
<tr>
<td>Alternative Assessments</td>
<td>Videos and presentations will provide the basis for developing alternative assessments for the IDU. Groups will work on various assessments for practice before developing their own in the IDU.</td>
<td>4% __ points 16th week</td>
</tr>
<tr>
<td>Weaving Writing and Reading Into the Curriculum of Any Subject</td>
<td>This will be included in all major projects in the class.</td>
<td>Part of different project grades.</td>
</tr>
<tr>
<td>Content Reading Strategies In The Regular Classroom Presentation/note Book</td>
<td>Develop 2 reading strategies approved by the instructor and present to the class. All strategies are to be placed in a notebook and turned in for a grade. Formats will be explained in class.</td>
<td>15% __ points</td>
</tr>
<tr>
<td>Optional Assignments</td>
<td>Will vary by instructor</td>
<td>7% more or less</td>
</tr>
</tbody>
</table>

The grading points may vary somewhat at the discretion of the instructor.

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

Total Points: _____
TOPICS COVERED BY MLE5150:

Week 1 & 2   Advance Teaming Activities including:
   a. Team leadership roles according to Jerry Rottier
   b. Team levels of participation and performance
   c. Team conflict resolutions scenarios

Week 3   Gardner’s Multiple Intelligences/ Fogarty
   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) Students work together in areas of concentration to identify appropriate activities

Week 5   Alternative Assessment strategies including rubrics
   a. Lecture
   b. Group participation to work on alternative assessments for each area of concentration.
   c. Computer lab to work on different types of rubrics

Week 6   Literature based strategies for middle level through appropriate level book talks. One non fiction book and one fiction book will be required.

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
   a. Lecture
   b. Group participation to present a model to the class with sample curriculum.

Week 10   Characteristics of Interdisciplinary Instruction with exploratory options
   a. Rationale for interdisciplinary units according to Gordon Vars
   b. Characteristics of an effective interdisciplinary unit according to Ken Bergstrom
   c. Additional information according to James Bean

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

Week 13 & 14   Technology use in the classroom including emerging alternative technology. Demonstrate technology skills through webbing and power point presentations

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, Gordon 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                                 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

**Unit Conceptual Framework- References**

MLE 5150
Interdisciplinary Curriculum in the Middle School
References
*Denotes Unit conceptual Framework References


Middle Level Education Research.

School Association.

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

Educational Leadership, 41, 4-17.


Connecticut: Middle Level Education Research.


Fogarty, R., Bellanca, J. (2003). *Blueprints for achievement in the cooperative classroom.* (3rd Ed.). Glenview,
Ill.: Pearson/Skylight.


Wadsworth/Thomson Learning.


Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. June 16</td>
<td>Discussion; adolescent characteristics, Review of Middle School concept. Advance team information. Discussion of team roles, Loy Reading strategy on rubrics and book talk as examples; Read Fogarty’s text p. 79-85</td>
</tr>
<tr>
<td>Wed. June 17</td>
<td>Teaming Activity; Team problems; conflict resolution scenarios; List books for book talks; Read chapter 3 &amp; 4 Turning Points</td>
</tr>
<tr>
<td>Thurs. June 18</td>
<td>Read Chapters 1 &amp; and rest of Chapter 2 Fogarty text. Discussion. Blooms and Blooms Activity; Group work by area of concentration</td>
</tr>
<tr>
<td>Mon. June 22</td>
<td>Howard Gardner Multiple Intelligences Video; MI Activity &amp; group work</td>
</tr>
<tr>
<td>Tues. June 23</td>
<td>Technology Assignment/No class</td>
</tr>
<tr>
<td>Wed. June 24</td>
<td>Book Talk I; Introduce Fogarty’s methods of integration; group work; Reading Strategies (4)</td>
</tr>
<tr>
<td>Thurs. June 25</td>
<td>Alternative assessment discussion; Cooperative learning activities; Rubrics discussion group work; Reading Strategies (4)</td>
</tr>
<tr>
<td>Mon. June 29</td>
<td>Presentation of Journal Article reviews; Journal articles due; Reading Strategies (4); Presentations of Fogarty’s methods; Read Chapter 3 Fogarty’s text</td>
</tr>
<tr>
<td>Tues. June 30</td>
<td>Introduction to IDU; choose topics subject to approval by instructor; discuss criteria and rubric for unit; Reading Strategies (4)</td>
</tr>
<tr>
<td>Wed. July 1</td>
<td>Reading Strategies Presentations; (8) Group work if time</td>
</tr>
<tr>
<td>Thurs. July 2</td>
<td>Book Talk II; Reading Strategies (3)</td>
</tr>
<tr>
<td>Mon. July 6</td>
<td>Finish any remaining Book talks, article presentations and reading strategies; group work on IDU if time.</td>
</tr>
<tr>
<td>Tues. July 7</td>
<td>Computer Day; Reading Strategy/Book Talks Notebooks due</td>
</tr>
<tr>
<td>Wed. July 8</td>
<td>Computer Day for IDU/Inspiration Webbing</td>
</tr>
<tr>
<td>Wed. July 9</td>
<td>Presentations of IDUs (Peer evaluations due)</td>
</tr>
</tbody>
</table>

*Schedule is subject to change at the discretion of the instructor.*