

# Establishing Interdisciplinary Programs In The Middle School

**Learning Personalized** Allison Zmuda  
2015-02-10 A real-world action plan for educators to create personalized learning experiences Learning Personalized: The Evolution of the Contemporary Classroom provides teachers, administrators, and educational leaders with a clear and practical guide to personalized learning. Written by respected teachers and leading educational consultants Allison Zmuda, Greg Curtis, and Diane Ullman, this comprehensive resource explores what personalized learning looks like, how it changes the roles and responsibilities of every stakeholder, and why it inspires innovation. The authors explain that, in order to create highly effective personalized learning

experiences, a new instructional design is required that is based loosely on the traditional model of apprenticeship: learning by doing. Learning Personalized challenges educators to rethink the fundamental principles of schooling that honors students' natural willingness to play, problem solve, fail, re-imagine, and share. This groundbreaking resource: Explores the elements of personalized learning and offers a framework to achieve it Provides a roadmap for enrolling relevant stakeholders to create a personalized learning vision and reimagine new roles and responsibilities Addresses needs and provides guidance specific to the job descriptions of various types of educators, administrators, and other staff This invaluable educational resource explores a simple framework for

personalized learning: co-creation, feedback, sharing, and learning that is as powerful for a teacher to re-examine classroom practice as it is for a curriculum director to reexamine the structure of courses.

The Synergistic Classroom Corey Champion  
2020-10-16 Among the many challenges confronting the liberal arts today is a fundamental disconnect between the curricula that many institutions offer and the training that many students need. Discipline-specific models of teaching and learning can underprepare students for the kinds of interdisciplinary collaboration that employers now expect. Although aware of these expectations and the need for change, many small colleges and universities have struggled to translate interdisciplinarity into programs and curricula that better serve today's students. Written by faculty engaged in the design and delivery of interdisciplinary courses, programs, and experiential learning opportunities in the small

college setting, *The Synergistic Classroom* addresses the many ways faculty can leverage their institutions' small size and openness to pedagogical experimentation to overcome the challenges of limited institutional resources and enrollment concerns and better prepare students for life and work in the twenty-first century. Taken together, the contributions in this volume invite reflection on a variety of important issues that attend the work of small college faculty committed to expanding student learning across disciplinary boundaries.

**Whole School Projects** Kieran Egan 2014 In this new and practical contribution to the importance of imagination in learning, Kieran Egan and his colleagues demonstrate how individual contributions to a coherent large-scale project can produce enormous results of great educational value. Helping all participants to feel pride for more than just their own individual work, such Whole School Projects (WSPs) encourage appreciation for the abilities of others

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and enable everyone involved to recognize that all kinds of learning styles, intelligences, and ability levels play an important part in constructing the whole. Most important, WSPs invigorate student engagement and build community within a school. The authors describes a program for engaging a whole school in a particular project over a three-year period and outline the educational principles and benefits. Providing examples of schools successfully using WSPs, they examine the detailed practices needed to get such a project up and running in a typical school. While the Whole School Project is distinct from the regular curriculum, it can help achieve many of the year's curriculum objectives in mathematics, literacy, science and technology, social studies, art, and history. Finally, teachers can choose to incorporate their curriculum aims into the project study, even when those aims include meeting externally mandated achievement standards. "In this highly original book, iconic

curriculum theorist and change agent Kieran Egan sets out a challenging but coherent alternative to the ways schools usually function. For just a few hours every week, all students undertake a Whole School Project together. Egan's inspiring yet practical strategy will enable you to engage your students, ignite your colleagues, and deepen learning throughout the school. It's a game changer for progressives and traditionalists alike." —Andy Hargreaves, Thomas More Brennan Chair in Education, Lynch School of Education, Boston College "I have used Egan's imaginative tools extensively in the classroom and facilitated learners from kindergarten to grade 8 with their Learning in Depth projects, experiencing how engaged and deep the learning becomes. Whole School Projects will continue to expand these proven exemplary practices or, if this is all new to you, it will be a wonderful place to begin!" —Shannon Shields, vice principal/SBTC, Salt Spring Island Middle School "Kieran Egan is one of the

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thinkers on 21st-century learning who is not content to simply wave his hands in the air and invoke the magic of technology. He offers concrete proposals for student-centered learning that are workable in our current school environment.” —Mark Classen, principal, Harrison Hot Springs Elementary School  
[Making Creative Schedules Work in Middle and High Schools](#) Elliot Y. Merenbloom 2006-12-28  
This practical, user-friendly resource provides a step-by-step process for restructuring blocks of learning time to improve student-teacher relationships and promote more positive learning experiences.

**Bridging Disciplines in the Brain, Behavioral, and Clinical Sciences** Institute of Medicine 2000-09-24  
Interdisciplinary research is a cooperative effort by a team of investigators, each an expert in the use of different methods and concepts, who have joined in an organized program to attack a challenging problem. Each investigator is responsible for the research in

their area of discipline that applies to the problem, but together the investigators are responsible for the final product. The need for interdisciplinary training activities has been detailed over the last 25 years in both public and private reports. The history of science and technology has even shown the important advances that arose from interdisciplinary research, including plate tectonics which brought together geologists, oceanographers, paleomagnetists, seismologists, and geophysicists to advance the ability to forecast earthquakes and volcanic eruptions. In recognition of this, the need to train scientists who can address the highly complex problems that challenge us today and fully use new knowledge and technology, and the fact that cooperative efforts have proved difficult, the National Institute of Mental Health (NIMH), the National Institutes of Health (NIH) Office of Behavioral and Social Sciences Research (OBSSR), the National Institute on Nursing

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Research (NINR), and the National Institute on Aging (NIA) requested that an Institute of Medicine (IOM) Committee be created to complete several tasks including: examining the needs and strategies for interdisciplinary training in the brain, behavioral, social, and clinical sciences, defining necessary components of true interdisciplinary training in these areas, and reviewing current educational and training programs to identify elements of model programs that best facilitate interdisciplinary training. *Bridging Disciplines in the Brain, Behavioral, and Clinical Sciences* provides the conclusions and recommendations of this committee. Due to evaluations of the success of interdisciplinary training programs are scarce, the committee could not specify the "necessary components" or identify the elements that "best facilitate" interdisciplinary training. However, after reviewing existing programs and consulting with experts, the committee identified approaches likely to be successful in providing

direction for interdisciplinary endeavors at various career stages. This report also includes interviews, training programs, and workshop agendas used.

*Once Upon a Life Science Book: 12 Interdisciplinary Activities to Create Confident Readers* Jodi Wheeler-Toppen 2010

*Interdisciplinary Instruction* Karlyn E. Wood 2005 A supplementary text for undergraduate and graduate General Elementary Methods, General Middle School Methods, and Interdisciplinary Instruction courses. In keeping with the renewed interest in interdisciplinary teaching, this practical text provides teacher candidates with a strong foundational knowledge of the field, coupled with a wealth of practical suggestions on how to plan and implement interdisciplinary teaching across the curriculum with all learners. Readers are guided through the thinking and planning processes involved in designing thematic unit and lesson plans, and are given abundant opportunities to practice

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creating their own. By the end of the text, students will have experienced the entire process involved in planning, designing, creating, and implementing interdisciplinary instruction in K-8 schools.

*Interdisciplinary Teaching* Gordon F. Vars 1993

**The Middle School--and Beyond** Paul S.

George 1992 *The Middle School--and Beyond.*

*Middle Grades Education* Pat Williams-Boyd

2003-11-12 An expert guide to the development

of the middle school model as the best

educational environment designed to address

students' developmental and social needs as well

as educational needs. *Middle Grades Education:*

*A Reference Handbook* explores the distinctive

middle school approach to helping adolescents

develop as human beings and citizens as well as

students, with coverage that ranges from the

conceptual foundations of the middle school

model, to research-based best practices, to

sample lesson plans and activities. Edited by Pat

Williams-Boyd, with contributions from

experienced, frontline educators, the book showcases a number of places where the ideal middle school has become reality, where individual talents are nurtured, families are involved, teachers serve as role models and advocates, and crucial health and developmental needs are met. Readers will experience classrooms where students dance their math, sing their science, and breathe the winds of history, and where the joy of learning is bounded only by the educator's imagination.

*Your Science Classroom: Becoming an Elementary / Middle School Science Teacher* M.

Jenice Goldston 2012-01-18 Designed around a practical "practice-what-you-teach" approach to

methods instruction, *Your Science Classroom:*

*Becoming an Elementary / Middle School*

*Science Teacher* is based on current

constructivist philosophy, organized around 5E

inquiry, and guided by the National Science

Education Teaching Standards. Written in a

reader-friendly style, the book prepares

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instructors to teach science in ways that foster positive attitudes, engagement, and meaningful science learning for themselves and their students.

Interdisciplinary Teams for High Schools Paul Spies 1997 Guidelines for creating interdisciplinary teaching teams in the high schools.

**We Gain More Than We Give** Thomas S. Dickinson 1997 Despite increases in the number of middle school using interdisciplinary team teaching, many are struggling to articulate a clear defense of their teaming work in light of confounding and conflicting public demands. This compilation examines teaming in middle schools--its characteristics, knowledge base, current concerns and future adaptations. The chapters are: (1) "Pushing Humpty off the Wall: Stories for a New Age of Teaming" (Dickinson), relating teaming to five significant concepts that help define the potential of teaming; (2) "Thirty Years of Attempting to Fathom Teaming" (Erb);

(3) "Team Maturity: Learning to Grow Together" (White); (4) "A Case Study of the Dolphin Team" (Thomas), on the continuous learning of team members; (5) "Teaming in the Rural Middle School" (Lee); (6) "The Brief, Bright Light of the Village" (McDaniel), one principal's experience implementing the team approach; (7) "Teaming: Sharing the Experience" (Burkhardt); (8) "Starting a New Team: Advice and Best Practice" (Rogers, Bowen, and Hainline); (9) "Mature Teams at Work: Benchmarks and Obstacles" (Jones); (10) "The Art of Creative Composition: An Administrative Perspective on Interdisciplinary Teams" (Gallagher-Polite); (11) "Teams and the Affirmation of Middle Level Students' Voices: The Case of Jimmie" (Powell); (12) "Parental Perspectives" (Thompson, and others); (13) "Trends in the Utilization of Interdisciplinary Team Organization in Middle Schools" (McEwin); (14) "Interdisciplinary Team Teaching: Sampling the Literature" (Wraga); (15) "TEAM Me: A Philosophy Bigger Than

Sports" (Page and Page); (16) "Research on Teaming: Insights from Selected Studies" (Strahan, Bowles, Richardson, and Hanawald); (17) "Teaming Beyond the Core Four" (Anglin); (18) "Leadership of Interdisciplinary Teams" (Kain); (19) "Teaming and Decision Making" (Pate); (20) "Teams and Curriculum" (Arnold); (21) "Whole Language on the Team" (Butler and Liner); and (22) "Inclusion and Teaming" (Walther-Thomas). Each chapter contains references. (KB)

Common Planning Time in Middle Level Schools  
Steven B. Mertens 2013-03-01 This volume, the ninth volume in the Handbook of Research in Middle Level Education, is a compilation of research studies focusing on the use and implementation of common planning time (CPT) in middle level schools. All of the studies were part of the Middle Level Education Research SIG's National Middle Grades Research Project (NMGRP) on Common Planning Time, which provides additional evidence about teachers'

understandings, experiences, the benefits and barriers about CPT. Since all researchers participating in the SIG-sponsored project utilized the same data collection protocols and followed the same protocols, the overall data collection was systematic and is highly reliable. Five research questions were generated to guide the development of the data collection protocols. While the authors were encouraged to use their data to address these project-level questions, they were not required to do so. The project consisted of both qualitative and quantitative data collection. Phase I (qualitative) consisted of observations of CPT meetings and structured interviews with teachers. Phase II (quantitative) was comprised of an online teacher survey. Within the chapters of this volume, a variety of relevant and meaningful research questions are examined utilizing both qualitative and quantitative methodologies.

**Elementary and Middle School Social Studies** Pamela J. Farris 2015-02-03 The latest



edition of Pamela Farris's popular, value-priced text continues to offer pre- and in-service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners. Coverage includes the C3 Framework and the four sets of learning from the National Curriculum Standards for Social Studies. Farris, together with contributors who specialize in implementing successful teaching methods and theories, demonstrate how classroom teachers can excite and inspire their students to be engaged learners.

**A Guide for Developing Interdisciplinary Thematic Units** Patricia Roberts 2008 Looks at the development of interdisciplinary thematic units, covering such topics as content, diversity, technology, and classroom management.

Elementary and Middle School Social Studies

Pamela J. Farris 2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to

teach social studies. Pamela Farris's popular, reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge. The book is comprehensive and easy to understand—providing instruction sensitive to the needs of all elementary and middle school learners. • Creative concepts for teaching diverse learners • Strategies for incorporating the C3 Framework to enrich K-8 curriculum • Integration of inquiry skills with literacy and language arts skills • Multifaceted, meaningful activities emphasize problem-solving, decision making, and critical thinking • Myriad ideas for incorporating primary sources as well as technology • Annotated lists of children's literature at the end of each chapter • Multicultural focus throughout the broad coverage of history, geography, civics, and economics • NCSS Standards-Linked Lesson Plans; C3 Framework Plans, and Interdisciplinary/Thematic Units Social studies

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explores the variety and complexity of human experience. The book emphasizes the value of social studies in preparing students to become valuable community members and to participate respectfully in a diverse society.

### **Making Middle Schools Work** Jon Wiles 1986

Over the past 20 years, the middle school has been a major innovative movement changing the face of intermediate education. While hard to define exactly, middle schools have different priorities and purposes than junior high schools. The former serve preadolescents (ages 10 to 14) through a balanced, comprehensive program. Middle school programs need clear definition and constant reevaluation to monitor program effectiveness and prevent slippage. Success depends heavily on sound curriculum development and management. This report describes the Wiles-Bondi Curriculum Management Plan (CMP), which draws from the work of Tyler and Taba and the widely used accreditation process format. The CMP

introduces regularity into the change process by superimposing a management schemata over the curriculum development framework and forcing values clarification and commitment along the way. Establishing goals, assessing needs, and determining priorities are essential steps. The model is based on several key points: involving school staff, administrators, and parents; directing change from the top; basing decisions on hard data; and driving change by evaluation and accountability. Developing an effective management team is a must. The standard curriculum development cycle of analysis, design implementation, and evaluation is bolstered by the CMP routine. Procedures are amply illustrated by 33 figures and 4 appendices that include sample survey forms, two articles on adolescents, and a list of selected teacher competencies. (MLH)

**The Learner-Directed Classroom** Diane B. Jaquith 2015-04-26 Educators at all levels want their students to develop habits of self-directed

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learning and critical problem-solving skills that encourage ownership and growth. In *The Learner-Directed Classroom*, practicing art educators (PreK–16) offer both a comprehensive framework for understanding student-directed learning and concrete pedagogical strategies to implement student-direct learning activities in school. In addition, research-based assessment strategies provide educators with evidence of student mastery and achievement. Teachers who structure self-directed learning activities can facilitate effective differentiation as students engage in the curriculum at their level. This book provides evidence-based, practical examples of how to transform the classroom into a creative and highly focused learning environment. Book Features: Guidance for implementing a learner-directed program, including advocacy, management, differentiated instruction, and resources. Attention to the needs of specific groups of students, including preadolescents, gifted and talented learners,

boys, and those with learning differences. Insights into reflective practice and strategies for assessment of learning. Contributors: Catherine Adelman, Marvin Bartel, Katherine Douglas, Elyn Gaspardi, Clyde Gaw, Lois Hetland, Pauline Joseph, Tannis Longmore, Linda Papanicolaou, Cameron Sesto, George Szekely, Ilona Szekely, Dale Zalmstra “In the present standards-based learning environment, this book is a welcome addition because it presents an alternative pedagogy that puts learners’ needs and interests at the core. Experienced and novice art teachers at all levels who read this book will be motivated to teach in open-ended environments where their choices can make a difference in their students’ lives.” —Enid Zimmerman, Professor Emerita of Art Education and High Ability Programs, Indiana University “From the comfortable couch of the foreword to the exhortative poem at the book’s conclusion, the reader journeys through remarkable classrooms with insightful

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educators. Practical AND inspirational, the educational principles and points so deftly illustrated herein apply across the disciplines and age spans. An important read for all teachers. A timeless and necessary pedagogy for all classrooms.” —Jacqueline Grennon Brooks, Professor, School of Education, Hofstra University “It is easy to proclaim creativity important and criticize current practices and then offer no actual solutions. This volume is filled with practical tips and hands-on advice aimed at improving self-directed student learning. Any classroom teacher interested in helping students learn, discover, and create will want to read and reread this book.” —James C. Kaufman, Professor of Psychology, California State University, San Bernardino, and Editor, International Journal of Creativity and Problem Solving “Here at last is a meaningful, practical, and hands-on textbook giving guidance to the classroom teacher about beginning or enriching a choice-based program for students, rather

than the traditional regimented art curricula meant to please adults. I highly recommend this book to all who are involved in pedagogy, including parents” —Jaune Quick-to-See Smith, Artist Diane B. Jaquith is a K-5 art teacher in Newton, MA and a co-founder of Teaching for Artistic Behavior, Inc., a choice-based art education advocacy organization. She is the co-author of Engaging Learners Through Artmaking: Choice-Based Art Education in the Classroom. Nan E. Hathaway is a middle school art teacher in Duxbury, Vermont. She is a gifted education specialist and is on the board of directors for Teaching for Artistic Behavior, Inc. [The Young Adolescent and the Middle School](#) Steven B. Mertens 2007-04-01 (Sponsored by the Middle Level Education Research SIG and the National Middle School Association) The Young Adolescent and the Middle School focuses on issues related to the nature of young adolescence and the intersection of young adolescence with middle level schooling. This

volume of the Handbook of Research in Middle Level Education marks the sixth installment in the series. The Handbook series, begun in 2001 by Vince Anbara, the series editor, has addressed varying thematic issues important to middle level education research. This volume, *The Young Adolescent and the Middle School*, focuses on the unique developmental needs of young adolescents and the role of the middle school in attending to these needs. The contributing authors in this volume address one of three developmental areas critical to young adolescents—physical development, intellectual/cognitive development, or social and personal development—and how these developmental characteristics affect the educational environment and the organization of middle schools.

**Creating Integrated Curriculum** Susan M. Drake 1998-10-15 This book brings integrated curriculum into sharp focus and helps you find a curriculum model that can work for your school.

**Interdisciplinary Strategies for English and Social Studies Classrooms** Joseph John Nowicki 1997 With today's growing emphasis on creating educational situations which are collaborative and inclusive—particularly in junior and senior high schools—there is a strong push to involve students in their learning, to let them create their own understandings, to encourage critical thinking and to increase student responsibility for their schooling. And while there is much said in the literature about this point as theory, this is one of the first hands-on books to link theory with practice. This terrific new resource is written in a very inviting style and format for teachers adjusting to the effects of inclusion and heterogeneity in classrooms and for teachers and administrators looking to break the barriers erected by subject area isolation in junior and senior high schools. In it you get nearly 50 interdisciplinary strategies to link social studies and English classes around common themes to provide the highest quality

educational experiences for all students. The authors identify the common strengths gained by sharing areas of study while maintaining the unique character and integrity of English and social studies classes. To aid in lesson planning, the authors identify subject and shared facts, skills and concepts between English and social studies lessons and how these relate to theme. They also identify obstacles to interdisciplinary activity because of perceived differences between English and social studies teachers and offer suggestions for overcoming those obstacles.

**Creating Organizationally Healthy and Effective Middle Schools** Kathleen Roney 2008  
Philosophy, Policies, and Programs for Early Adolescent Education 1981-09-17 Product information not available.

*Innovations in Interdisciplinary Teaching*  
Carolyn Haynes 2002 Specialists in interdisciplinary studies, either as teachers or administrators, offer advice to new and

experienced faculty members teaching a no-trump course, primarily at the undergraduate level. They address such questions as how faculty can best prepare, how to ensure excellence in learning, and the foundational tenets in interdisciplinary teaching. Annotation copyrighted by Book News, Inc., Portland, OR.  
Interdisciplinary Instruction Karlyn E. Wood 2015-03-23 The fifth edition of this practical guide to interdisciplinary instruction focuses on the thinking and reasoning skills mandated by the Common Core State Standards and the content-learning standards required by an increasing number of states. The author provides an easy-to-follow, step-by-step guide to designing, creating, and implementing unit and lesson plans for all learners. Both pre-service and in-service elementary and middle-school teachers will find Wood's approach to be comprehensive, with a strong theoretical foundation. Using Wiggins and McTighe's backward design process, Wood offers specific

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protocols for creating unit and lesson plans at the elementary and middle-school levels. By emphasizing differential instruction, constructivist educational philosophy, application of skills in meaningful context, and the art of engaging student interest, he demonstrates how diverse student populations can benefit from the interdisciplinary approach. Prospective teachers will learn to create interdisciplinary and multidisciplinary plans that promote problem solving, creativity, and social interaction. Examples abound, with an appendix of sample unit plan designs filled with ideas for lessons and activities.

Collaborations for Literacy Rochelle Senator  
1995-10-24 The best of middle school teaching is learning by doing and is interdisciplinary. This book ties it all together and offers a complete, innovative program, from vision, through planning, implementation, and assessment. The program is accomplished through the collaboration of the school library media

specialist and the language arts teacher. Senator outlines ways in which they can collaboratively plan, teach, and assess units which use language arts as tools. She includes specific instructional programs, suggestions for staff development, examples of questions, organizers, and units for grades six through eight, ideas for creating schedules, and methods of working together to develop materials for instruction. This program reflects the restructuring movement in American education. It emphasizes process as well as content, uses authentic material, and stresses interdisciplinary learning and learning by doing. The first part deals with literature as a subject and offers many practical units for the library media specialist and the language arts teacher to use in collaboratively teaching students inquiry and a framework for literature. Armed with these tools, students are able to read, discuss, think, and write about more challenging and interesting literature. Senator offers many ideas for extending literature through creative

dramatics, storytelling, booktalks, and book shares. The second half of the book shows how to plan interdisciplinary units so that students, through resource-based learning, may learn to use new technologies and information problem-solving. The work also includes some units for elementary and secondary schools. Because of its innovative methods and practical ideas it will be a boon to library media specialists, language arts and English teachers, reading specialists, and library schools and undergraduate and graduate schools of education.

### **Middle Level Education in Small Rural Schools**

Martin Tadlock 1995 Intended as a guidebook for middle level educators as they seek to institute educational experiences appropriate to the adolescents in their programs, this book discusses the issues and assets of middle school education in rural settings. Chapter 1 of the book is an introduction, discussing the concept of middle school as applied to small rural school settings.

This chapter also discusses the advantages and challenges that small rural schools have over larger schools in achieving the middle school concept. Chapter 2 deals with middle school components in small rural schools, with emphasis on the comparison of small rural schools and non-rural schools. Chapter 3 describes a study carried out to ascertain organizational structure, issues, and proposed solutions for implementing middle level programs in small rural schools. Chapter 4 discusses how rural schools can pursue the solutions described in the previous chapter, which include professional development, curriculum and instruction, interdisciplinary teams, common planning time, block schedules, and advisory programs. Chapter 5 presents two case studies of small rural schools involved in the middle school movement. Chapter 6 summarizes the strengths and weaknesses of small rural schools in meeting adolescent student needs and emphasizes the need for



courage to risk failure as the foundation for educational change. Survey instruments from the study described in chapter 3 are appended. (MOK)

### **Interdisciplinary Instruction for All**

**Learners K-8** Karlyn E. Wood 2010 "This brief practical guide provides classroom teachers with a step-by-step guide to planning, designing, creating, and implementing interdisciplinary instruction for all learners. Now following the backward design process, the text also provides teachers with outlines for planning interdisciplinary and multidisciplinary units.

*Integrative and Interdisciplinary Curriculum in the Middle School* Lisa M Harrison 2020-02-24

Originally published as a special issue of the Middle School Journal, this book presents integrative curriculum as a foundational element of the middle school. By addressing the current gap in literature on curriculum integration in the middle grades, this text explores how learning can be organized around authentic concepts or

questions which cut across disciplines and speak to young adolescents. Providing a current, nuanced, and comprehensive review of what it means to embrace and implement an interdisciplinary and integrative curriculum, the volume considers how educators can create and deliver a high-quality integrative curriculum which is enjoyable, challenging, and inclusive.

Examples of implementation in teacher preparation programs and middle grade classrooms showcase integrative approaches and illustrate how curricula have been key in tackling social inequities, increasing engagement with STEM, and supporting collaboration. This text will be of great interest to graduate and postgraduate students, researchers, academics and libraries in the field of Middle School Education, Curriculum Studies, Teacher Education, Theories of Learning, and STEM Education.

Connecting the Curriculum Through Interdisciplinary Instruction John H. Lounsbury

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1992-01-01 Interdisciplinary education has been considered a key element of middle level education since the 1960s. Interdisciplinary teaching teams and multi-disciplinary and interdisciplinary units of study have been frequently found in middle level schools since then. Although changes have been incorporated to support it, actual implementation of interdisciplinary education continues to fall short of its full potential. While recognizing the need for schools to reflect the reality of life in an interdisciplinary world, it remains difficult to restructure content-separated curriculum into a more interdisciplinary, or integrated, one. This collection of articles offers guidance to both new and established teaching teams implementing integrated instruction programs. Articles in the first section focus on the positive aspects of team organization for teachers, the effects of teaming on students, and student evaluation of interdisciplinary units. The second section offers suggestions for organizing the teaching team

and techniques for developing an integrated curriculum. The third section presents several examples of interdisciplinary instruction units that were implemented successfully in schools across the United States. The final section examines the evolutionary development of the interdisciplinary team, methods of evaluating the teaching team, and some of the limitations of, and problems associated with, interdisciplinary instruction. (TJQ)

**Establishing Interdisciplinary Programs in the Middle School** Philip Pumerantz 1972

Building Community Mary Burke-Hengen 1995  
The authors present ideas and stories from more than a dozen of their middle school colleagues, providing a range of perspectives on social studies teaching.

What Current Research Says to the Middle Level Practitioner Judith L. Irvin 1997  
This volume provides recent research findings on important topics related to the still-expanding middle school movement. They are divided into seven

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parts, addressing teaching/learning, curriculum, teacher education, social context, organization, leaderships, and issues and future directions. Following an introduction to middle level education research, by Irvin and Hough, the chapters are: (1) "Young Adolescent Development" (Eccles and Wigfield); (2) "Enhancing Self-Concept/Self-Esteem in Young Adolescents" (Lipka); (3) "Motivation and Middle School Students" (Anderman and Midgley); (4) "The Effects of Interdisciplinary Teaming on Teachers and Students" (Arhar); (5) "Teaching with Time on Your Side: Developing Long-Term Relationships in Schools" (McLaughlin and Doda); (6) "Middle Level Discipline and Young Adolescents: Making the Connection" (Bennett); (7) "Ability Grouping: Issues of Equity and Effectiveness" (Mills); (8) "Differing Perspectives, Common Ground: The Middle School and Gifted Education Relationship" (Rosselli); (9) "Inclusion" (Hines and Johnston); (10) "A Multifaceted Approach to Teaching

Limited Proficiency Students" (VanNess and Platt); (11) "Assessment" (Stowell and McDaniel); (12) "Middle Level Competitive Sports Programs" (Swaim and McEwin); (13) "Middle Level Curriculum's Serendipitous History" (Toepfer); (14) "Effects of Integrative Curriculum and Instruction" (Vars); (15) "Curriculum for Whom?" (Brazee); (16) "Curriculum for What? The Search for Curriculum Purposes for Middle Level Students" (Beane); (17) "Current Issues and Research in Middle Level Curriculum: On Conversations, Semantics, and Roots" (Powell and Faircloth); (18) "Middle Level Teacher Preparation and Licensure" (McEwin and Dickinson); (19) "Multicultural Issues in Middle Level Teacher Education" (Hart); (20) "Improving Urban Schools: Developing the Talents of Students Placed at Risk" (Mac Iver and Plank); (21) "Service Learning and Young Adolescent Development: A Good Fit" (Schine); (22) "Home-School Partnerships: A Critical Link" (Brough);

(23) "Organizational Trends and Practices in Middle Level Schools" (Valentine and Whitaker); (24) "A Bona Fide Middle School: Programs, Policy, Practice, and Grade Span Configurations" (Hough); (25) "Components of Effective Teams" (Trimble); (26) "Transition into and out of Middle School" (Mizelle and Mullins); (27) "Collaboration and Teacher Empowerment: Implications for School Leaders" (Clark and Clark); (28) "Women in Leadership Roles" (Clark and Clark); (29) "The Middle Level Principalship" (Valentine, Trimble, and Whitaker); and (30) "Setting a Research Agenda" (Hough and Irvin). Each chapter contains references. (HTH)

Elementary and Middle School Social Studies  
Pamela J. Farris 2012 "Continuing the tradition of excellence, Distinguished Teaching Professor Pam Farris joins with leading experts to offer pre- and in-service teachers an accessible blend of theory and practice for involving students in their learning. NCSS Standards act as the

foundation of the text's interdisciplinary and multicultural focus, and Standards-Linked Lesson Plans are included within the chapters. The Fifth Edition provides practical yet creative ideas to stimulate students' interest, help them become good decision makers, use previously gained knowledge as a scaffold for further learning, develop a positive self-concept, gain an appreciation for the aesthetics of a subject, and become productive citizens." --Book Jacket.

**Interdisciplinary Elementary Physical Education** Theresa Purcell Cone 2009 The popular Interdisciplinary Teaching Through Physical Education is back and better than ever. This new edition guides you in integrating the content of language arts, math, science, social studies, and the arts (music, theater arts, and visual arts) with the content of physical education through active learning experiences. This book has the following features: -It provides 24 learning experiences in the five academic areas, 193 additional ideas for developing those

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learning experiences, and 37 new, ongoing strategies for teaching physical education through cross-curricular methods. -It is revised and expanded, offering you more teaching tools to supplement, support, and enhance your teaching. -It delivers new practical ideas and activities for classroom use, based on current theory and best practices. In part I, you'll learn about the theoretical need for and benefits of interdisciplinary teaching and learning. The authors identify models for planning and implementing interdisciplinary experiences and provide ideas for getting started, building a support network, and assessing learning. In part II, the authors describe sample learning experiences in each of the five academic disciplines and offer ideas for developing additional learning experiences. They also present suggested scope and sequence of concepts for each grade level and describe the concepts and skills that are appropriate for primary- and intermediate-grade students.

Interdisciplinary Elementary Physical Education will give your students a wealth of knowledge while they're being active. They'll have fun while they conjugate, calculate, investigate, explore, dance--and move across the curriculum.

*Music at the Middle Level* June Hinckley 1994  
This book covers important middle-level topics such as scheduling, related arts, assessment, the adolescent learner, incorporating technology, and more. Researchers outline the major topics, and middle school teachers describe actual successful programs.

**Middle East Studies for the New Millennium**  
Seteney Shami 2016-11-15 Afterword: Middle East Studies for the New Millennium: Infrastructures of Knowledge -- Appendix: Producing Knowledge on World Regions: Overview of Data Collection and Project Methodology, 2000-Present -- About the Contributors -- Index

**Developing Effective Middle Schools**

**Through Faculty Participation** Elliot Y. Merenbloom 1988

**Interdisciplinary Units and Projects for Thematic Instruction** Imogene Forte 1994

This book is divided into 4 major interdisciplinary thematic units, mini interdisciplinary thematic units, learning centers and read and relate activities.

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