

Picturing the Possibilities

Integrated Curriculum: Connecting and Collaborating

By

Deborah Bambino

with

Micki Evans

Erin Thomas



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The Small Schools Project

7900 E Green Lake Drive N

Suite 212

Seattle WA 98103

Phone: 206.812.3160 • Fax: 206.812.3190

URL: www.smallschoolsproject.org • E-mail: marita@cesnw.org

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Writer: Deborah Bambino

Project Managers: Micki Evans, Erin Thomas

Editor: A.T. Birmingham-Young

Graphic Designer: Roberto B. Sanchez

Picturing the Possibilities...

Why an Integrated Curriculum?

An integrated, or interdisciplinary curriculum can take many forms, from two teachers collaborating on one topic or project to a team of teachers, or a whole faculty, that synergistically plans their instruction, sometimes in response to an Essential question.

We learn by connecting new information to familiar information. Learning is social for almost everyone, and relevance is critical for most learners. As you watch the video look for examples of the 3Rs of rigor, relevance and relationships and compare them to the mission and practice at your own schools. Also look for the ways that an integrated curriculum supports and reinforces other initiatives that may already be in place at your site. Project-based learning, Understanding by Design, and the use of Essential questions all connect seamlessly with the process of curriculum integration.

The video and support materials in this package present multiple examples and tools for your exploration of integrated curriculum. We encourage you to explore these materials with an eye toward making them your own. Designing and implementing an integrated curriculum is not the result of a fail-safe recipe complete with a standard set of ingredients. Instead, successful integrated curriculum is the result of the mix and magic of your local flavors and expertise in response to your students' learning needs and your context.

In the *Resources* section you will find contact information for representatives from the Small Schools Project as well as teacher contacts from the schools in the video. We hope you will be in touch with these representatives to share your challenges and your successes in support of your students.

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Reflection

Essential Question: Why should we integrate the curriculum?

Purpose:

To surface staff members' assumptions about the relationship of an integrated curriculum to the 3Rs. To explore your collective experiences with curriculum integration before initiating its use at your school.

Process:

Before watching the video and examining other people's experiences with integrating curriculum, set your purpose and questions by taking stock of your own understanding and expertise on the topic.

Review the menu of activities and choose all or some according to the needs of your staff. The activities are scaffolded so as you progress in your understanding and implementation of integrated curriculum, the activities progress with you. The descriptions of the protocols and processes will help guide your choice of where to begin. We hope that you will not choose to skip this section despite the demands on your time. Surfacing assumptions and histories from the start will help you as you set your norms, goals, and plans of work.

Documentation:

Collecting and reviewing your responses to the video segments, activities, and your readings will make your learning visible and increase its value as a planning resource. Plan on having staff members keep a binder that tracks your collective progress on the integrated curriculum journey. In addition, you should keep a record of your personal progress.



What, So What, Now What? A Sample Reflection Sheet

This sheet can be used with each activity throughout your work on integrated curriculum as a record of what you've learned and questions that surfaced. You'll want multiple copies of this one.

Think-Pair-Share

Tapping into your own expertise—an exercise in reflection and sharing.

This activity will help staff members as they reflect on their own experiences and will help build a sense of your collective expertise with integrated curriculum

Long and Winding Road: An Integrated Curriculum Continuum

Prompts to promote conversation about integrated curriculum comfort and experience levels.

Similar to the previous activity, this experience gets people to think about their current level of experience/expertise with integrated curriculum. In addition this activity offers a physical visual of where your staff stands in the journey toward integrated curriculum implementation.

Time for Teams

Setting norms and reflecting on your individual style of work will help as you begin to set up the partnerships or teams that will support your work integrating the curriculum.

These activities will be especially useful for individuals who are beginning to work with either one teacher-partner, an instructional team, or the entire staff. Teachers who are working alone may choose to use these tools with their students.

Peaks and Pitfalls

Mapping your current assessments of the peaks and pitfalls of your instruction and its alignment to the 3Rs in order to explore how an integrated curriculum can help you reach your goals.

In this activity, participants begin to reflect on both the highs and lows of their current instruction as they search for ways to align their efforts with the 3Rs. The final step in this activity asks participants to explore the ways integrated curriculum can help strengthen the alignment.

What, So What, Now What? A Reflection Guide

Name _____ Date _____

<p>What?</p> <p><i>Description: What did we do?</i></p>	<p>So What?</p> <p><i>Interpretation: What was significant to you? Why? What inferences can you make about what we did or why we did it this way? How does it help to answer our Essential questions?</i></p>	<p>Now What?</p> <p><i>Interpretation: How might I use this in integrating the curriculum? What would I do differently?</i></p>

1. Looking over today's session, what stood out for you? How might you use it in your work integrating curriculum?
2. What are your biggest questions/challenges about integrating the curriculum?
3. Other comments, questions, ideas?
4. What's next? What will your next steps be?

Think-Pair-Share

Purpose:

To intentionally assess individual and collective experience with curricular integration.

Time Allotted:

45 minutes to 1 hour

Group Format:

Pairs and whole group

Facilitation Tips:

Ask participants to get out their personal binders. Explain that they will be collecting all of their individual work and reflections about integrating the curriculum in their personal binder.

Try to intentionally mix up pairs so that partners get to talk with others to whom they don't usually speak each day. Keep time for the group.

The Activity:

- Ask individuals to respond the following prompts –
 - o Think and write about a time when you integrated two or more subjects in your classroom.
- OR
- o Think and write about a time when you worked collaboratively with a teacher from another discipline on a project, unit, or lesson.

As you write, think about what you did differently, any changes in student behavior, changes in student learning, changes in your learning, etc. (7-10 minutes)

- Form pairs and designate an "A" and "B" partner. (2 minutes)
- Partner "A" shares their story without interruption for 2 minutes, followed by clarifying questions from partner "B" for another 1-2 minutes. Reverse roles and repeat the process for "B." (5 minutes)
- Pairs discuss what they heard that stood out for them about the power and validity of an integrated curriculum and chart these points

to share with the larger group. (7 minutes)

- Share in the large group. Two minutes per pair: one to share, one to answer any clarifying questions. (Time varies with size of group)
- Debrief: First look for patterns in the responses shared by pairs. Next discuss the process of Think-Pair-Share. (12 minutes)
- Form pairs and designate an “A” and “B” partner. (2 minutes)
- Partner “A” shares their story without interruption for 2 minutes, followed by clarifying questions from partner “B” for another 1-2 minutes. Reverse roles and repeat the process for “B.” (5 minutes)
- Pairs discuss what they heard that stood out for them about the power and validity of an integrated curriculum and chart these points to share with the larger group. (7 minutes)
- Sharing in large group. Two minutes per pair: one to share, one to answer any clarifying questions. (Time varies with size of group)
- Debrief: First look for patterns in the responses shared by pairs. Next discuss the process of Think-Pair-Share. (12 minutes)

Next Steps:

You may want to consider forming stable pairs or triads who will use the Think-Pair-Share strategy regularly between whole group meetings. Ongoing documentation of your thinking and practice in your binder, both individually and collectively will provide your staff with an invaluable learning tool as your plans for an integrated curriculum progress. Setting the expectation for documentation from the start will be critical to its success.

Long and Winding Road: An Integrated Curriculum Continuum

Purpose:

To accurately assess your current level of understanding and experience with curriculum integration. To promote reflection and collaboration among staff members.

Time Allotted:

One hour

Group Format:

Whole group, standing and moving

Facilitation Tips:

Be sure that everyone can see and hear the entire group. You will need to “read” your group as you will decide when to move from one set of prompts to the next

The Activity:

- Assemble your group in a large open area.
- Explain that you are about to become actors on a human continuum or Likert Scale. (2 minutes)
- Practice Rounds (11-12 minutes)
 - o Ask members to assemble at designated ends of your continuum. One end for the person who buys an item with “some assembly required” and reads the instructions word for word before beginning, and the other end for the person that dives in to the task without looking at the directions at all. (3minutes)
 - o Ask participants to talk with others around them and move up or down the line until they are comfortably situated near those with similar desks. (5 minutes)
 - o Sample the “clumps” on the line by asking them to describe their location for the group. Allow time for a final readjustment as some members may still need to search for their niche. (3 minutes)

- Round one of integrated curriculum
 - o Using the following prompts, ask members to assemble at designated ends of your continuum

People who have integrated one or more subjects in their own classroom.

OR

People who have team taught an integrated unit or class with a colleague.

Remember to allow time for discussion, movement and reflection.
(7-10 minutes)

- Round two of integrated curriculum
 - o Using the following prompts, ask members to assemble at designated ends of your continuum.

People who think an integrated curriculum works well in the humanities but have doubts about integrating math and the sciences.

OR

People who think the integration of subject matter can work throughout the curriculum.

Allow time for processing and sharing. (10-12 minutes)

- Round three of integrated curriculum
 - o Repeat the process using the following prompts and ask members to assemble at designated ends of your continuum.

People who worry that curriculum integration is often “fluffy” and leads to gaps in student understanding of core concepts and skills.

OR

People who worry that teaching separate subjects leads to gaps in student understanding of concepts and skills.

Allow time for discussion and movement again. (12 minutes)

- Debrief the content and process. (10 minutes)

Facilitator shares the source(s) of the quotes, posts the link, distributes the article, etc. (1 minute)

Next Steps:

Keep personal number lines that correspond to this activity with the prompts written at each end of the line. File these reflective number lines in your binders, so that you can revisit them periodically to assess changes in your thinking about integrating the curriculum. Document the experience individually and collectively.

Refile

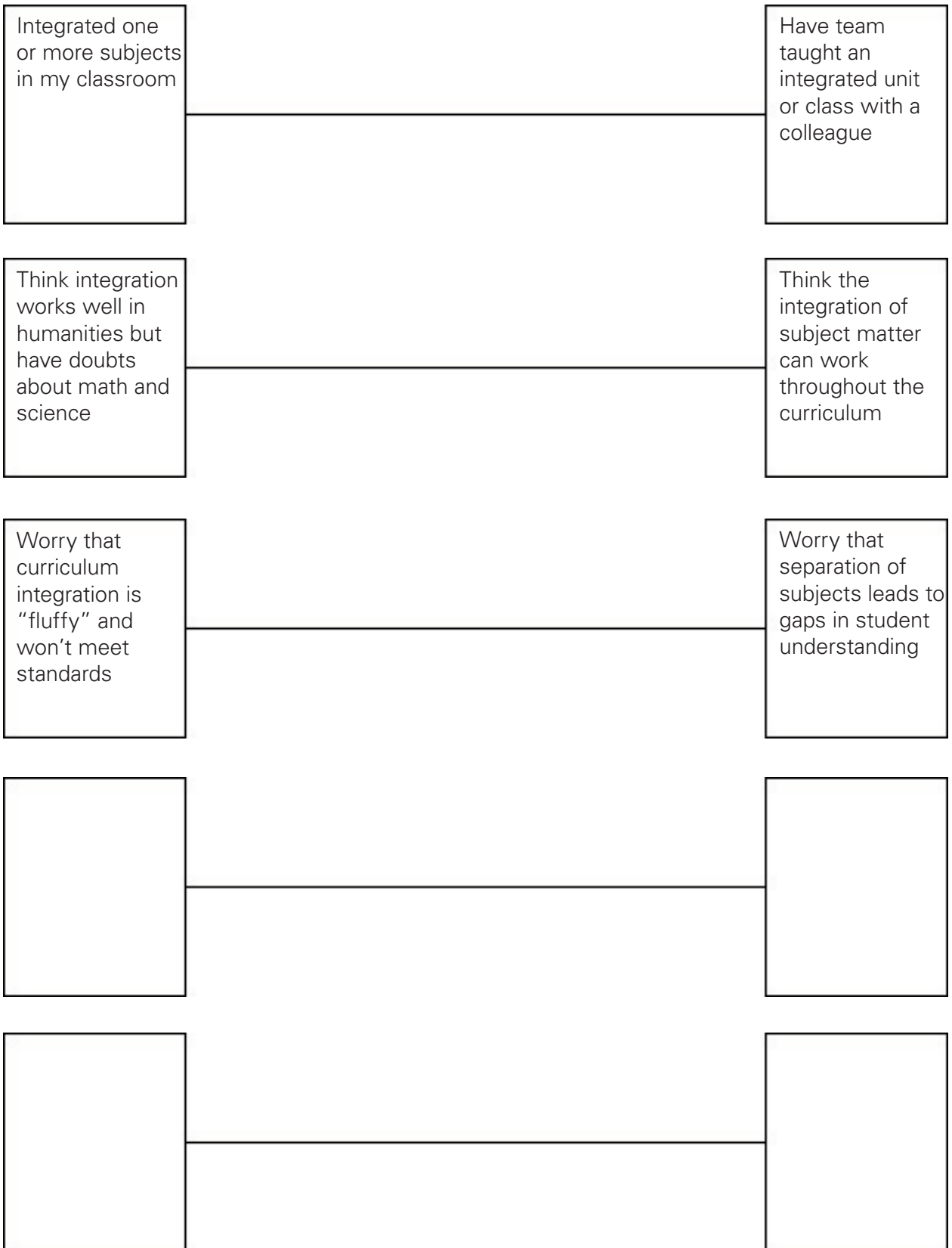
I'm learning more in this course, and I'm doing better than I used to do when social studies and English were taught separately.

~Student, quoted in Oster 1993, p. 28

Refile

Winding Road Template

*Document changes in your thinking on this form.
Use arrows and describe your reasoning. Date your entries.*



Squiggles and Squares

Purpose:

Allows participants to reflect on their own personality types as well as those of their colleagues. It also demonstrates that each person brings strengths and challenges to any collaborative effort thus increasing understanding that forms the basis of relationships and trust.

Procedure:

1. Write up on chart paper the following four designs:



2. Ask participants to select the one shape that they feel the most comfortable with and copy it onto an index card or post-it note.
3. Ask each "group of shapes" to stand as you read the description for their shape listed below.
4. Instruct participants to sit down if the description really does not fit them but to stand again when they hear another more appropriate description and to make the appropriate change on their index card or post-it note.

DESCRIPTIONS:

The Square:



- Very well organized
- Enjoys gathering information
- Prefers structure
- Prefers to work alone
- Usually a high achiever
- Makes a list—and can find it!
- Critical to keeping a group focused and on task

Key to Learning: New Information

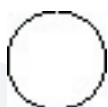
The Triangle:



- Needs to be challenged
- Likes higher order thinking processes
- Works best to goals
- Easily bored
- Thinks outside the box—and wonders why others can't
- Critical to stretching the group's thinking

Key to Learning: Challenge and Real Life Application

Circle:



- Very social
- Strong need to talk
- Great on committees
- Likes group work
- Food is important
- Has a hard time telling anyone "NO!"—therefore, has a lot of experience on committees!
- Critical to the ongoing communication of the group members

Key to Learning: Sharing

Squiggles:



Hands-on learner

An idea person

Enjoys art, music, and especially DRAMA

Better at starting a project than finishing it

Makes many, many lists—and never sees them again!

Critical to any group's sense of balance

Reflection

Key to Learning: Opportunity to create

For more information visit:

<http://www.thirdage.com/living/games/personality/>

Time For Teams

Purpose:

To establish basic structures and agreement among staff members who will be working together in new ways as they pursue integrated curriculum with their colleagues and students.

Time Allotted:

Two hours and ongoing attention

Group Format:

Your pair, your team and other teams, or whole staff

Reflection

Facilitation Tips:

Think about your whole staff or one or more colleagues you've been thinking about working with on an integrated team—have you already set norms or community agreements? If the answer is no, start with the first bullet. Try to keep your norm or agreement list to a minimum; remember that less is more. If norms are in place, begin with the second half of the activity (Part II).

We recognize that you may not have thought about forming teams yet. This activity can further your ability to do that in the near future. Other activities in the support materials will aid in building your team, as well.

The Activities:

- Distribute the “Zones” template.
- Review the notion of comfort, risk, and danger zones, pointing out that:
 - o Comfort is safe but can stall your growth.
 - o Risk is a little scary, but it is the place where you truly grow.
 - o Danger will shut you down and can cause long-term harm to your community. (5-7 minutes)

Make sure you acknowledge that one person's comfort can be another's risk or danger zone.

- Tell your teams or staff that you will be reading a few scenarios to them and that you want them to imagine themselves in the scenarios. (10 minutes)
- Now ask them to make a mark on the template that corresponds to their level of comfort or discomfort in such a scenario. (3-5 minutes)
- Ask staff members to get in pairs to discuss their template positions. (10 minutes)
- Have staff members write reflections about what they said, what they heard, and any new ideas they are now considering about working on a team with their colleagues. (5 minutes)
- Ask staff members to think about the norms or agreements they need so that their joint work will remain risky and powerful, without lapsing into the danger zone where collaboration stops. (5-7 minutes)

For example, a norm might be that partners or colleagues agree to use “I” statements when they give a fellow staff member feedback, as in: “I worry that my students are falling behind when I don’t use weekly check-ins about their progress on their projects, and I was wondering how you track your students’ work,” as opposed to saying, “You don’t keep track of your students’ progress.”

- Form pairs, share your list of norms and select your combined top three to share with the larger group. (3-5 minutes)
- All pairs contribute to a shared list and delete redundant norms. (7-10 minutes)
- Teams agree to review norms regularly and revise as needed. (2 minutes)

Part II: Squiggles and Squares

Purpose:

To establish a working understanding of your styles as team members in order to promote greater understanding and collaboration.

Time Allotted:

35-45 minutes

Group Format:

Whole staff

Facilitation Tips:

Prepare four signs in advance, one for each of the following: squiggle, square, triangle, and circle. Prepare handouts of the descriptions and website.

The Activity:

- Ask participants to choose their favorite shape and write it down on their papers. (2 minutes)
- Now ask everyone to go and stand by the shape they selected. (3 minutes)
- Read each description and allow folks to move if they are not standing near the shape that best describes their work style. (7-10 minutes)
- Ask partners who will be working as a team for integrated curriculum to get together and share their styles. They should discuss the ways

their styles complement each other as well as any mismatch they might perceive. (10 minutes)

- Ask partners to review the agreements or norms that they set in the first half of the activity to see if they want to make any changes or additions in light of their style inventory results. (5 minutes)

Debrief the process. (5 minutes)

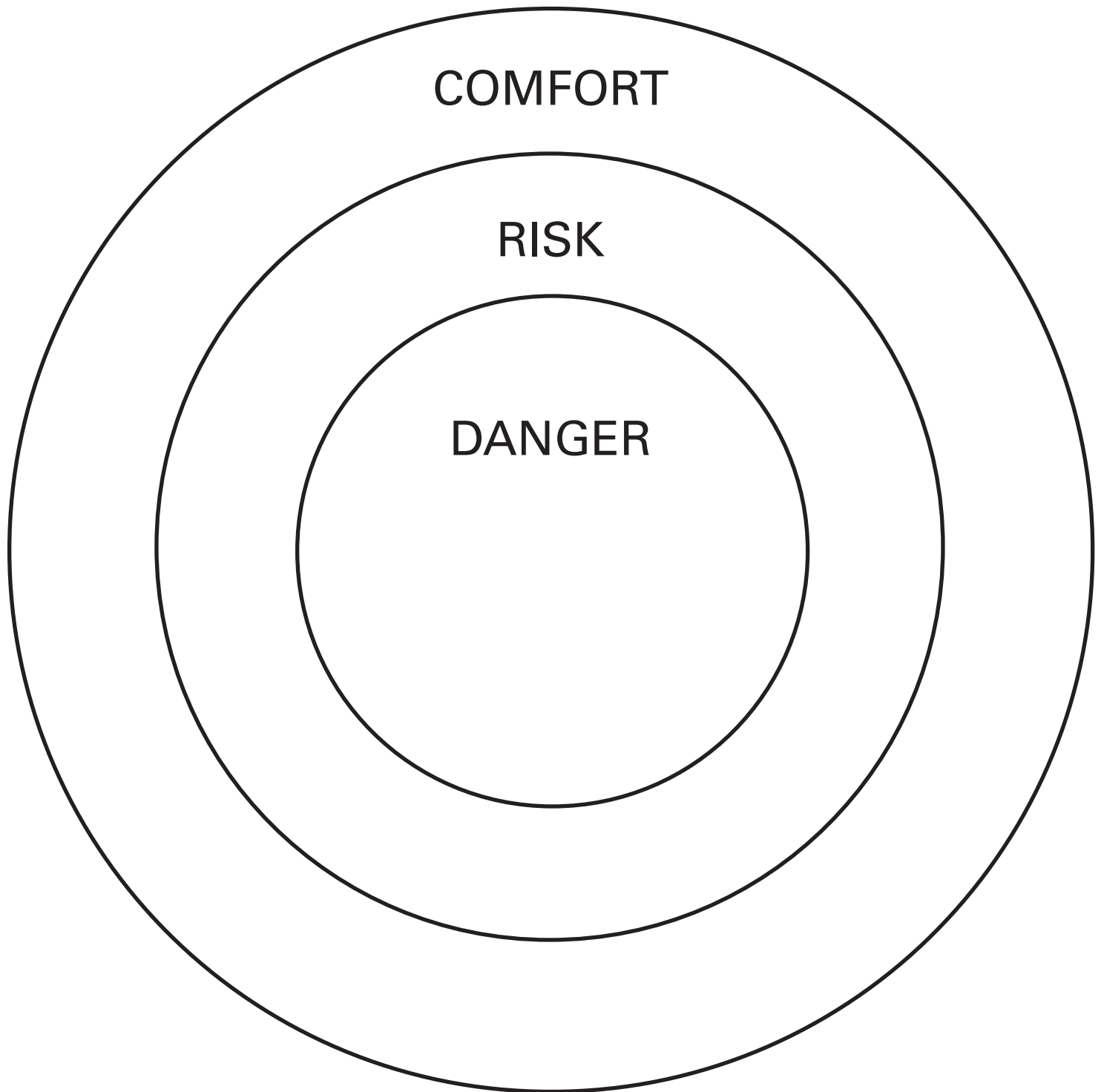
Reflections:

(5 minutes)

Next Steps:

Develop a plan for ongoing team-building as a staff. Schedule regular times for reflection about your process as small teams and as a whole staff. File all reflections in your collective binder.

The Zones Template



Peaks and Pitfalls of Integrating Curriculum

Purpose:

To fully explore the fears and possibilities with your group members about the potential of integrated curriculum for your students.

Time Allotted:

One hour

Group Format:

Whole group similar to chalk talk

Facilitation Tips:

Divide butcher block or chart paper into two sections labeled, "Peaks of Integrated Curriculum" and "Pitfalls of Integrated Curriculum." (See page 21 for a sample template.) Explain to participants that this is a silent activity at the start. Ask participants to indicate connections of the peaks/pitfalls to one or more of the 3Rs.

For example, a teacher might have an experience with curriculum integration that was engaging but failed to address the standards. Such an experience would be a pitfall because it lacked rigor. Another teacher might see this same experience as a peak that engaged students and could be improved vis-a-vis rigor by tuning the lesson.

Advise participants that they can relate ideas, questions, and comments with arrows, etc. Stress the importance of dealing with the ideas/content without connecting individuals to the specific content.

The Activity:

- Distribute markers and copies of the definitions of the 3Rs (see page 77)
- Read over the 3Rs to frame the groups' thinking (5 minutes)
- On the divided butcher paper, silently write peaks and pitfalls of experiences with integrated curriculum as it relates to the 3Rs (15

minutes)

- Step back and ask participants to look for patterns, surprises, and conflicts the group can use as learning opportunities. (12 minutes)
- Record learning opportunities on butcher paper
- Reflection: First as individuals and then as a group, respond to the prompts: so what? and now what? (15 minutes)
- Debrief (6 minutes)

Next Steps:

Document the results of this activity and place the record in your collective binder. Review the support materials that have been developed by the teachers in the video and customize them for your context.

Mapping the Peaks and Pitfalls of Current Instruction with a 3Rs Roadmap

	Peaks	Pitfalls	Possibilities
Rigor			
Relevance			
Relationships			

Investigation

Essential question: How does curriculum integration support the 3Rs?

Purpose:

To accurately assess your current instructional environment through the lens of the 3Rs. To initiate the conversation about the potential of integrated curriculum as a tool that supports the 3Rs.

Process:

As you watch the teachers and students in the video, reflect on your own instruction. What's already working in your classroom and school? How are current practices aligned with the 3Rs of rigor, relevance and relationships? What's not working well? What's out of alignment with the 3Rs? How could the development of an integrated curriculum support and extend your successes and help you address the gaps in both climate and instruction?

We suggest that you watch the video together at the beginning and the end of this section. The first time, you'll be observing the teachers and students, taking it all in. At the end of the activities, you'll be viewing with a critical eye, formulating your questions and ideas for the way an integrated curriculum might look at your school.

Review the menu of activities and choose all or some according to the needs of your school. The activities are scaffolded so as you progress in your understanding and implementation of an integrated curriculum, the activities progress with you. The descriptions of the protocols and processes will help guide your choice of where to begin.

Documentation:

Collecting and reviewing your responses to the video segments, activities, and your readings will make your learning visible and increase its value as a planning resource. Plan on having staff members keep a binder that tracks your collective progress as you explore the possibilities of integrated curriculum. In addition, you should keep a record of your personal progress.



It's Showtime!

Watch the video with your 3R glasses of rigor, relevancy and relationships. Capture the experiences with colleagues.

This activity should be completed by all teams, both novice and advanced. Discussing the film will help teams surface areas of unity and disagreement and will inform their ongoing planning.

And the Research Says:

Using a variety of text-based activities, teams will study current research about integrated curriculum.

- Tea Party—a pre-reading strategy that promotes conversation about integrated curriculum
- Seed Conversations—participants share a quote or idea that they think is critical
- 4As Text-Based Protocol—participants analyze and criticize the perspective of the author

Taken as a whole these activities and readings will provide teams with a basic understanding of the current research into integrated curriculum. These activities will also help the staff as they get to know and understand their varied perspectives about integrated curriculum.

An Encore Presentation

Watch the video again! This time think about your questions about integrated curriculum. Be sure to make note of any changes in your thinking.

Watching the video again, after reading the research and analyzing your own practice, should surface new questions and ideas that will support you in your planning



It's Showtime

Purpose:

To observe various examples of integrated curriculum at work in search of concrete evidence of rigor, relevance and relationships.



Time Allotted:

70-90 minutes

Group Format:

individual, small and large group

Facilitation Tips:

Remind your participants to bring their binders, as you will be building on the data you collected in the "Peaks and Pitfalls" activity in the reflection section. Make sure members are prepared to offer evidence to support their observations. You might want to conduct a few practice rounds before viewing the video. You might also thank participants in advance for their willingness to be reminded gently about giving evidence as needed.

The Activity:

- Divide participants into three equal groups and ask each group to look for evidence of: rigor, relevance or relationships as they view the video (definitions on page 77).
- Distribute evidence sheets and review the format. (3 minutes)
- View the video. (20 minutes)
- Take time for individual reflection. (5-7 minutes)
- Ask each group to share their evidence in a round. Each person shares their richest example and evidence until all members have shared. Evidence is documented on chart paper. (15 minutes)
- Each group shares their findings with the whole group and answers any clarifying questions as needed. (10-12 minutes)
- Individuals compare the evidence from the video to the pitfalls they recognized in their own instruction in the previous activity. (7-10 minutes)

- In triads, participants share an implication the evidence has for their teaching. (6-9 minutes)
- Debrief. (5 minutes)
- Reflect. (4 minutes)

Next steps:

Document new thinking and place it in your binder. If your group, or some members of your group, are ready, encourage them to integrate a single assignment in pairs or triads.

...education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive.

~B. Shoemaker, in "Integrative Education: A Curriculum for the Twenty-First Century." Oregon School Study Council 33/2 (1989).

It's Integrated Curriculum Showtime It's all about the evidence!

Circle your focus:

Rigor

Relevance

Relationships

Evidence	Explanation	Notes

Integrated Curriculum Tea Party:

A Pre-reading Activity

Purpose:

To promote discussion using provocative research-based quotes. This activity can be used with a variety of texts, poems, articles, or books. It works well with large groups.

Time Allotted:

30-40 minutes with reflection

Group Format:

whole group in pairs

Facilitation Tips:

Facilitator writes quotes on index cards prior to the session. You may choose one quote per participant, or repeat some quotes. Using different colored cards or paper for each quote can be helpful. You will monitor the time and tell participants when to switch partners. You will also decide on the number of rounds. (See attached quotes or choose your own.)

The Activity:

- Participants randomly select quotes/cards and spend a few minutes reflecting upon their quote's meaning for them and their work. (3 minutes)
- Participants mingle and share quotes in pairs. Participants are encouraged to share with three other participants in 5-minute segments. (15 minutes)
- (Optional) The group forms triads or quads and shares quotes and insights about the text and its implications for our work.
- The whole group shares ideas and questions raised by the experience. This can be done popcorn style or as a round, but is usually not a conversation. (10-12 minutes)
- Facilitator shares the source(s) of the quotes, posting the link, distributing the article, etc. (1 minute)
- Debrief the process. (5 minutes)

Adapted by D. Bambino from Kylene Beers pre-reading strategy <http://www.mcte.org/resources/beers.html>

- Ask participants to complete reflections and place them in their binders.

Next Steps:

The group may decide to read the entire text from which the quotes were pulled or they may decide to form a study circle to conduct further research.

Integrated Curriculum Tea Party Quotes

Only in education, never in the life of the farmer, sailor, merchant, physician, or laboratory experimenter, does knowledge mean primarily a store of information aloof from doing.

John Dewey

In the integrative curriculum, the planned learning experiences not only provide the learners with a unified view of a commonly held knowledge (by learning the models, systems and structures of the culture) but also motivate and develop learners' power to perceive new relationships and thus to create new models, systems and structures.

P. Dressel

Synergistic teaching goes beyond the blurring of subject area lines to a process of teaching whereby all the school subjects are related and taught in such a manner that they are almost inseparable. What is learned and applied in one area of the curriculum is related and used to reinforce, provide repetition, and expand the knowledge and skills learned in other curriculum areas.

Bonds, Cox and Gantt-Bonds

In addition to the realization that curriculum integration may be an effective element in making education both manageable and relevant, there is a body of research related to how children learn that supports curriculum integration.

K. Lake

The brain organizes new knowledge on the basis of previous experiences and the meaning that has been developed from those experiences.

S. Cromwell

All quotes were taken from "Integrated Curriculum" by Kathy Lake from Northwest Regional Educational Laboratory and can be found at <http://www.nwrel.org/scpd/sirs/8/c016.html>

Seed Conversations

Purpose:

To share multiple perspectives and questions about integrated curriculum among staff members (to seed your thinking) and to promote active listening

Time Allotted:

30 minutes

Group Format:

whole group working in pairs (inside and outside circles facing each other)

Facilitation Tips:

Choose an article that expresses strong opinions about integrating the curriculum. Advise members to read the article in advance and select a point or quote that they feel strongly about. Make sure your members know that they will be writing their thoughts down for others to read so that they write legibly and in full sentences.

Make sure your space will accommodate an inside/outside circle or circles in terms of area and acoustics.

Picturing the Possibilities

The Activity:

- Distribute the article and directions to your staff at least three days before your meeting.

Suggested text: *Integrated Curriculum: A Reflection of Life Itself* by Luafata Simanu Klutz. The text can be found at: <http://www.prel.org/products/Products/integrat-curri.htm>.

- Distribute index cards and ask staff members to legibly jot down their idea or quote. (3-5 minutes)
- Form concentric circles of staff members so that everyone has a partner who is facing them. (3-5 minutes)
- Explain the process. (2 minutes)
 - o The partner on the outside circle will go first and they will have 1.5 minutes to share their thought with their partner without interruption.
 - o Remind participants to use quiet voices.
 - o The inside partner will then share for 1.5 minutes.
 - o The partners will then have 2 minutes to discuss each other's ideas.
 - o Each round will last 5 minutes total.
 - o Partners will then exchange cards and the facilitator will ask the outer circle to move 2-3 persons to the left.
- Complete first round of sharing. (5 minutes)
- Repeat for three to four rounds making sure to alternate which circle begins each round.

Debrief (5-7 minutes)

Reflect (5-7 minutes)

Next Steps:

Reread the article with the multiple perspectives you heard as part of your lens. Begin keeping response journals in notebooks, online or in your collective binder in order to track the shifts in your thinking.

Assumptions, Agreements, Arguments and Applications: The 4 As Text-Based Protocol

Purpose:

To read integrated curriculum articles critically and discuss their implications for your planning and implementation.

Time Allotted:

One hour

Group Format:

Groups of 10-12

Facilitation Tips:

Choose a substantive text that is likely to provoke discussion. This activity does not work well with short texts or expository pieces. Ask your group to read the text in advance, highlighting it and writing notes in the margin or on post-it notes in answer to the following four questions:

- What assumptions does the author of the text hold?
- What do you agree with in the text?
- What do you want to argue with in the text?
- What parts of the text do you want to apply to your work around integrated curriculum?

The Activity:

- Distribute the text and directions for highlighting in advance.

A suggested article for this activity is “Integrated Curriculum: A Driving Force in 21st Century Mathematics Education” by Judy Spicer. The text is available online at: <http://www.enc.org/>.

- In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence. (8-10 minutes)
- Continue in rounds until the group talks about the text in light of each of the remaining As, taking them one at a time—what do people want to argue with, agree with, and apply from the text. (25-30 minutes)
- End the session with an open discussion framed around a question such as: What does this mean for our work with students? (15

Picturing the Possibilities

minutes)

- Debrief the text experience. (7 minutes)
- Reflect (3-5 minutes)

Next Steps:

You may want to review all the reflections you've collected from this series of text-based activities. After all members have reviewed their notes you could conduct a round in response to the prompt: "I used to think, but now I think" OR "now I wonder..." You should scribe the new learning, place it in the collective binder, and distribute it to the staff for consideration as you move into the next activity.

Adapted from the 4 A's protocol by Judith Gray, Seattle, WA 2005



Integrated Curriculum: An Encore Presentation

Purpose:

To view the video with a critical eye, informed by your own reflection and research.

Time Allotted:

One hour

Group Format:

individual and whole group

Facilitation Tips:

Remind your staff to review their outstanding questions about integrated curriculum before this session. Post the text from the “I used to think... now I think” feedback from the last session.

The Activity:

- Using your questions and new thinking as your lens, watch the video again. (20 minutes)
 - o Make note of any new evidence or questions as you watch.
- Share as a whole group.
 - o I was looking for_____and I noticed_____ OR I’m still wondering about_____
 - o I worry about_____at our school, and I did or did not see evidence of this concern in the film.
 - o This time I noticed_____ (20 minutes)
- Chart your outstanding questions that you want to explore further. (7 minutes)
- Debrief. (5 minutes)
- Reflect. (5 minutes)

Next Steps:

Make your outstanding questions public for the entire group and prioritize them as you move into the exploration stage. Document your reflections in your personal binders.

Exploration

Essential Question: What will it take to embed an integrated curriculum into our school culture?

Purpose:

To provide an opportunity for teachers to examine the role of curriculum integration in their instructional practice and throughout their school.

Process:

Now that you've had the opportunity to dig deep into identifying the connection between the 3Rs and an integrated curriculum and have begun to unearth the distinguishing characteristics of this instructional model, you're ready to turn the spotlight on your school's needs and mission.

What instructional goals do you have for your students? Whose input have you solicited? How has data informed the direction in which your instructional program is headed? These are all questions that the activities in this section will push you to answer.

Review the menu of activities and choose all or some according to the needs of your school. The activities are scaffolded so as you progress in your understanding and implementation of integrated curriculum, the activities progress with you. The descriptions of the protocols and processes will help guide your choice of where to begin.

Documentation:

Collecting and reviewing your responses to the video segments, activities, and your readings will make your learning visible and increase its value as a planning resource. Plan on having staff keep a binder that tracks your collective progress on the integrated curriculum journey. In addition, you should keep a record of your personal progress.

Concepts, Topics and Categories

This modified chalk talk can help your staff as you brainstorm entry points in the integrated curriculum process.

This activity will be useful for novice and advanced staffs as you explore possible connections in your current curriculum plan. It will also help you visualize any gaps that may exist.

Mapping the Big Picture.

This activity will help your staff develop an accurate picture of what's actually being presented to students, when it's being presented, and by whom.

This activity is useful to staffs at each level of the process because it provides shared data that can be used to actively support and coordinate instruction.

It's Essential!

An activity that will help you surface essential questions to guide your integrated curriculum design process in ways that are both rigorous and relevant.

This activity is geared toward staffs that are beginning to explore the use of Essential questions.

Successful Curriculum Integration

This activity will give you an opportunity to examine and extend practices that are already in place in support of integrated curriculum.

It is helpful to develop the habit of "unpacking" your successes at any stage of staff development.

Mindful of the Models

In this activity you'll have an opportunity to explore existing programs as you refine your sense of what your students need.

Novice staffs will want to explore this as a whole group. Advanced staffs may choose to differentiate and ask members to self select around this activity.

It's About Time

How do you fit integrated curriculum into a schedule that's already jam-packed? This text-based activity will help your staff connect what your goals are with your very real concern about the number of hours in the day.

This activity is designed for staffs at the start of the integrated curriculum process. However, if finding the time is still an issue at your school you may want to explore these texts.

Concepts, Topics and Categories Chalk Talk

Purpose:

To get a reading of the group's ideas for possible curriculum integration entry points.

Time Allotted:

45 minutes

Group Format:

whole group, silent activity

Facilitation Tips:

The facilitator explains VERY BRIEFLY that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. You can comment on other people's ideas simply by drawing a connecting line to the comment.

How the facilitator chooses to interact with the chalk talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:

- Circling other interesting ideas, thereby inviting comments
- Writing questions about a participant
- Adding his/her own reflections or ideas
- Connecting two interesting ideas/comments together with a line and adding a question mark.

Interacting invites participants to do the same kinds of expansions. A chalk talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known, get an entire project planned, or give a committee everything it needs to know without any verbal sparring.

The Activity:

- The facilitator divides the paper into three large sections: concepts, topics, and categories and explains that everyone is free to brainstorm silently about ideas they have in these areas that might lend themselves to an integrated curriculum.
- The facilitator either hands a piece of chalk or marker to everyone, or places many pieces of chalk/markers at the board.
- People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over. (15-20 minutes)
- Call an end to the writing and invite participants to read the “talk.”
 - Ask for patterns, surprises, questions. (7-10 minutes)
 - Ask for implications vis-a-vis 3Rs and next steps. (5-7 minutes)
- Capture the content to inform your ongoing reflection and planning.
- Encourage individual reflections and debrief. (5-7 minutes)
- The quads will record their questions on Post-Its. Each question will then be posted to the large chart paper according to its proposed status. (5-7 minutes)

Next Steps:

Capture all the ideas generated in the chalk talk and save them in your collective binder for future planning.

Mapping the Big Picture

Purpose:

To develop an accurate picture of the content that is being taught along with any gaps or redundancies that exist in your curriculum. To look at the big picture in search of intersections in the curriculum where integration can be implemented.

Time Allotted:

A series of sessions of 1-2 hours each

Group Format:

individual to teaching team to whole department or school

Facilitation Tips:

Before the meeting you will need to ask staff members to bring the plan books and/or unit designs that reflect their last three to six months of teaching. Stress that this is not an opportunity to critique individuals or their teaching; rather it is an opportunity to accurately map the curriculum that your students have been experiencing.

Modeling will be key to this activity's success. Make an enlarged copy of the mapping frame and demonstrate the way the map should be used. Checking in with staff members to make sure preparation directions are clear will also be important. The first stage of this process will require individual reflection and members must bring their individual maps back to the table or the second stage will not work.

Session 1

- Ask staff members to respond to the following questions:
 - o Have you ever been frustrated because your students have already been taught the content you were hoping to teach?
 - o Have you ever expected your students to have learned some content or skill in a previous grade, only to find you were mistaken?
 - o Have you ever wondered if your students see the big picture behind your content?
 - o Have you ever worried about whether you've addressed all the standards and objectives your district requires?

Give members a few minutes to reflect on each question and ask them to jot down some notes to support their yes/no responses. (5-7 minutes)

- Ask members to share a few examples from their responses. (3-5 minutes)
- Tell members that if they answered yes to any of the questions, curriculum mapping and integrated curriculum is for them!
- Distribute the sample curriculum map (see page 41) you will be using and draw everyone's attention to your enlarged copy on either an overhead or chart paper. (2 minutes)
- Model the way you expect the maps to be completed. (15-20 minutes)
 - o Stress the need to jot down big ideas and concepts, NOT chapters or page numbers
 - o Add standards and objectives (words, not "standard 1:3").
 - o Map what you actually taught, NOT what you hoped to teach.
 - o Do include assessment tools and resources like trips, guest speakers, etc.
- Distribute a sample of a completed form and review it.
 - o Ask members to describe what they see. (5-7 minutes)
 - o Ask members what questions they have about completing their forms. (5-7 minutes)

Picturing the Possibilities

- Ask members to spend your remaining time completing their maps for the last 3-6 months. (30-45 minutes)
- Remind all members to bring their completed maps to the next session.
- Debrief. (5-7 minutes)
- Reflect. (5 minutes)

Next Steps:

Your staff will complete their maps in preparation for the next session. You may ask teachers who teach the same subject to develop a subject map for one grade, or across the grades. Teachers should keep all their mapping materials and responses in their personal binders. Copies of the staff maps should be stored in the collective binder.

Session Two

Purpose:

To begin to compare maps looking for gaps, redundancy and natural intersections that invite integrated curriculum.

Time Allotted:

One to two hours

Group Format:

Small groups of 4-6, large group

Facilitation Tips:

Decide in advance to form groups that cut across disciplines at common grade levels. These mixed groups will be more likely to surface intersections in the curriculum.

The Activity:

- Share maps and ask members to make note of the following features:

- o rigor
- o relevance
- o relationships
- o gaps or redundancies
- o natural intersections
- o outstanding questions

These notes should be captured on the data sheet “Collaborative Cartography” on page 44. (15-20 minutes)

- Switch maps again and repeat the process. (15 minutes)
- Return the maps to their authors with the appropriate feedback forms. (2 minutes)
- Review your feedback. (5-7 minutes)
- Develop a map/chart of projected possibilities for your team or grade group. Be sure to include:
 - o major concepts or topics
 - o Essential questions
 - o possible assessment ideas
 - o possible points of intersection. (15-20 minutes)
- Share projected maps and clarifying questions. (5-7 minutes per map)
- Post all maps and look for possible intersections across grades, school wide, etc. Do possibilities for teams naturally emerge? If so, what are the next steps? Document them in your collective binder. (10 minutes)
- Discuss and chart possible intersections. (10 minutes)
- Debrief. (5 minutes)
- Reflect. (5 minutes)

Next Steps:

Document all possible intersection points and distribute them to the entire staff. Collect all group maps for your collective binder and ask members to file their individual maps in their personal binders.

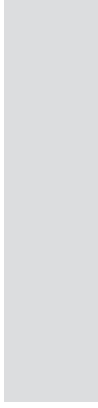
Mapping the Big Picture Projection Template (Looking Ahead)

Use this to capture possible collaborative intersections.

This partial sample is taken from the Quest High School Math/Science Integration by Marianne Zemanek and Alyssa Howell

Grade Level(s) _____ Date _____

Subjects	EQ's	Standards	3Rs	Assessments	Resources	Month
Science IPC (Intro to Physical Science)		Applies Science Inquiry and Science Method in order to analyze natural and physical phenomena	Rigor- Rocket Building and Design Relationship- Design Teams Relevance- Authentic application of math/science skills	Kinetic and Potential Energy Calculations Make Straw Rockets and Predictions Make and Launch Paper Rocket	Advanced Placement Program from The College Board	Weeks 1 and 2 Culminating Activity
Algebra		Demonstrate ability to apply math skills and concepts in order to diagnose and analyze real world problems and create viable solutions	See above	Using graphing calculator to solve simple quadratics Factoring	Graphing calculators	Weeks 1-3



Mapping the Big Picture Template (Looking Back)

Use this for your individual map development.

Subject _____ Grade Level(s) _____ Date _____

EQs	Standards	3Rs	Topic	Assessments	Resources	Month

Mapping the Big Picture Template (Looking Ahead)

Use this to capture possible collaborative intersections.

Grade Level(s) _____		Date _____				
Subjects	EOs	Standards	3Rs	Assessments	Resources	Month

Collaborative Cartography

Please read your colleagues' maps carefully and look for evidence of the following attributes. Be specific in your feedback.

- o Rigor:

- o Relevance:

- o Relationships:

- o Gaps or redundancies:

- o Natural intersections:

As you identify possible points of intersection you should begin to identify a partner or partners with whom you can co-construct integrated units.

Outstanding questions or comments:

It's Essential

Purpose:

To explore the relationships between the questions you ask students and your commitment to the 3Rs. To investigate the relationship between your Essential questions and an integrated curriculum in your efforts to align your instructional practice with the 3Rs.

Time Allotted:

90-120 minutes

Group Format:

individual, pairs, and whole group

Facilitation Tips:

If teams emerged in the Mapping the big Picture activity make sure these teams work together on this and future activities. Post or distribute the summary data collected from the chalk talk and mapping activities. Let your group know you will be reflecting on questions that you are already using in search of ways to deepen and extend student learning. Connect this work with Essential questions to your overall investigation into integrated curriculum as a vehicle for teaching and learning that is rigorous, relevant, and built on a foundation of solid relationships.

The Activity:

- Review the “Concepts, Topics and Categories” data and the intersection points we “mapped” in the two previous activities and choose one example that you covered in class in the past year (5-7 minutes).
- Brainstorm and jot down 5-10 questions you asked students about your “example”. (5-7 minutes)
- Reflect on the questions using the following prompts:
 - o Why did you ask these questions?
 - o How did you ask them?
 - o Why did you ask them that way?
 - o How were students expected to know the answers to your questions?

- o Why did you think students would benefit from an exploration of these questions?
- o Why would students expect to benefit from an exploration of these questions? (15 minutes)
- Based on your reflection, select one or two questions you will share with a partner or team member. (3 minutes)
- Form pairs and share questions and reflections. (10 minutes)
- Review the features of essential questions and the definitions of the 3Rs. (5 minutes)
- Choose one question that you will revise/refine together, and use the 5 Whys Protocol to help you. (5 minutes)

The 5 Whys Protocol:

1. Participants choose a content area or thematic topic that students will be learning or researching. (For example, “the Oregon Trail.”)
2. One participant asks his or her partner, “Why is it important to teach your students _____ (theme or topic)? (For example, “Why do your students need to know about the Oregon Trail?”)
3. The partner responds, “Because _____.” (For example, “Because students need to know how the West was settled.”)
4. First participant asks, “Why?” (For example, “Why do students need to know how the West was settled?”)
5. Partner responds, “Because _____.” (For example, “Because they need to know what it was like to be a pioneer.”)
6. Repeat this interchange three more times for a total of five “Whys.”
7. Frame the final response as a question. (For example, “What does the Oregon Trail tell me about facing life’s challenges?”)
8. Debrief the process and then switch roles.

Picturing the Possibilities

- Share and record questions as a group (12 minutes)
- Debrief as a group (5 minutes)
- Reflections: How can the redesign of our questions align our efforts to embed the 3Rs in our instruction? (5 minutes)

Next Steps:

Collect your documentation in your binder. View the *Humanitas at Bell High School* segment of the video again and look for examples of Essential questions in the integrated curriculum work that is presented. Discuss the ways that the use of Essential questions affected the success of the students. Introduce the I-Map (see page 78) for voluntary use if some members are ready to commit to pilot changes in their practice.

An additional Essential question resource can be found at:
<http://www.usoe.k12.ut.us/curr/integrate/packet/int4.html>

An excellent article for discussion on Essential questions is:
"What Is a Good Guiding Question?" by Rob Traver. *Educational Leadership*, March 1998.

<http://www.smallschoolsproject.org/index.asp?siteloc=resourceandsection=co31003>



Indicators of Essential questions

Use this as you refine your questions in the *It's Essential* activity.

Essential questions:

- Don't have easy answers
- Yield layered responses and must be unpeeled and examined thoughtfully
- Are provocative and lead to other questions and investigations as opposed to answers
- Are timeless and can be applied to more than one specific incident, i.e.—Why are there wars? As opposed to Why did America declare war on Germany?

Use the space below to redraft your question.

Successful Curriculum Integration

Purpose:

To reflect on a success using Essential questions and/or an integrated curriculum in order to understand the features of the successes so that they may be applied and extended in other situations.

Time Allotted:

40 minutes

Group Format:

Quads and whole group

Facilitation Tips:

Remind groups of the time and ask questions to draw out qualities that are transferable versus finite details

The Activity:

- Reflect on and write a short description of a successful strategy using Essential questions and/or integrated curriculum. Note what it is about the practice that makes it so successful. (5 minutes)
- In groups of four, the first person shares their successful strategy and why it is/was so successful. (3-5 minutes)
- The group of four discusses how this strategy is different than other practices. (3-5 minutes)
- Each of the other three members of the group shares their successful strategy and why it was so successful, followed by a group discussion analyzing how this practice differs from other practices. (each round should take 6-10 minutes)
- The small group discusses what was learned by the analysis and what the implications are for other Essential questions/integrated curriculum work. (10 minutes)
- Debrief the protocol and document the “Best Practices” for the rest of the school community (5 minutes)
- Reflect. (5 minutes)

Adapted from the Success Analysis Protocol by Mohr, Baron and Thompson-Grove by D. Bambino, 7/05

Next Steps:

Document your findings and store them in your personal binder. Consider a publication of staff successes to be shared among your current staff and as a gift for new staff members.

Mindful of the Models**Purpose:**

To observe and analyze other models of integrated curriculum as you refine your understanding of the needs and resources for this approach in your context.

Time Allotted:

One to two hours

Group Format:

Small and whole group

Facilitation Tips:

Be mindful of your time in this activity and examine the models to expand your team's choice of integrated curriculum entry points as opposed to opening up a lengthy research process. Stress the starting and sustaining points of each model and continue to ask your staff how they want to begin.

The Activity:

- Divide your staff into groups of 8-10 members
- Distribute the beginning and sustaining templates (see page 41-42)
- Watch the video carefully noting key words and phrases that indicate how the integrated curriculum process was begun, and/or, how it is sustained. For example, "We always start with Essential questions." (20-30 minutes)



Picturing the Possibilities

- Share what you heard with your group in rounds, making sure to chart practices that supported integrated curriculum beginnings and practices that continue to support its use. (12-15 minutes)
- Discuss the implications of what you have just shared for your school. Make note of any practices that you already have in place and practices you'd like to develop. For example, you might already begin your planning with standards, or you may have a high level of mutual trust as colleagues. (15 minutes)
- Reflect individually in response to the prompt: How can I integrate two or more disciplines in my next unit of instruction? What supports will I need from my colleagues? What supports can I offer my colleagues? (10 minutes)
- Chart a wall of commitments and a wall of needs for everyone to read, like a chalk talk with signatures. (12 minutes)
- Discuss what you see. (10 minutes)
- Complete I-MAPS (see page ??) in your teaching teams with the understanding that you will revisit your commitments to integrated curriculum throughout the month at your staff meetings. (8 minutes)
- Debrief. (5 minutes)
- Reflect. (5 minutes)

Next Steps:

Review the actual tools and templates the schools in the video use in their planning (see resource section of this guide) and begin to customize your forms and structural supports. Keep copies of your drafts and reflections in your binder.

It's About Time

Purpose:

To explore new ways of looking at time in your approach to scheduling, your mission, and the 3Rs, especially as it relates to integrated curriculum.

Time Allotted:

60 minutes

Group Format:

Small and large groups

Facilitator Tips:

The facilitator acts as the timekeeper. Review norms so that there is space for all voices in all groups.

The Activity:

- Divide your group into three smaller groups before the meeting.
- Ask each group to read one article about time (the reading should be distributed and completed before the meeting).
- Each group discusses their article and develops a mini presentation of their piece's main ideas. (15-17 minutes)
- Triads are set up with an "expert" on each article in every small group. (3 minutes)
- Each participant presents and answers questions about their reading in their small group. How can we align our use of time and our practice with our talk about our practice and beliefs about the importance of curriculum integration? (5 minutes each)
- Small groups discuss implications of the readings for their work around integrated curriculum and time use. (10 minutes)
- Whole group conversation about new questions and strategies for time use. (15 minutes)

Possible Articles/Resources

Time Use Flows from School Culture

<http://www.enc.org/professional/guide/foundation/time/document.shtm?input=BYD-002392-reflect>

Time, It's Made Not Found

<http://www.nsd.org/library/publications/jsd/barkley204.cfm>

It's Time to Start the Slow School Movement

<http://www.pdkintl.org/kappan/k0212hol.htm>

Next Steps: Brainstorm possible ways to include students and families in a similar activity to inform them of the connection between time and an integrated curriculum. Examine the schedules of schools in the video and other models that use alternative scheduling.

Application to Practice

Essential question: How will our integrated curriculum design align with our mission and the 3Rs?

Purpose:

To ensure that adequate consideration has been given to working as a staff to acquire knowledge of integrated curriculum models, answer lingering questions, assess alignment of integrated curriculum with your school's mission, provide adequate time for staff collaboration, and communicate progress to the school community.

Process:

Armed with the results of your conversations about the what and the why of integrated curriculum, and informed by your vision for your students' success as well as your community's input, you're ready to begin designing your plan.

Review the menu of activities that are designed for use in conjunction with your viewing and planning. The activities are layered so that as you progress in your understanding and implementation of integrated curriculum, the activities progress with you. The descriptions of the protocols and processes will help guide your choice of where to begin.

Documentation:

Collecting and reviewing your responses to the video segments, activities, and your reading will make your learning visible and increase its value as a planning resource. Plan on having staff members keep a binder that tracks your collective progress on the advisory journey. In addition, you should keep a record of your personal progress.

Four Corners

The video offers a glimpse of three different models of integrated curriculum. In this activity participants will flesh out each model and decide what they plan to use or lose from each one in the fourth corner.

This activity goes beyond watching the video and picking out particular examples of their programs. In this section each school's program gets outlined and plans for further communication and/or visitation get developed.

Patterns and Themes

An activity to consider best strategies for selecting, planning, and implementing an integrated model for your school.

This activity is a must to assist new and veteran teams in addressing questions of teaming structures, fears and challenges, and future visioning through a needs assessment and the analysis of data.

Top Ten Reasons for Integrating the Curriculum

In this activity staff members will review the Little Red Schoolhouse's "Ten Reasons to Teach an Integrated Curriculum" and will also chart their top ten concerns or questions about implementation.

This activity will be useful for any staff with questions about implementation of integrated curriculum.

Integrated Curriculum Start-Stop-Keep

This activity encourages staff members to begin taking small steps toward integrated curriculum in their own teaching. Staff members and teaching teams will assess current practices and decide what new steps to take.

While this activity was designed to assist new teams it can also be a useful reflective tool for teams who are experienced in their use of integrated curriculum and are in need of an assessment tool.

Integrated Curriculum Taking Root

Getting started with a mini integrated curriculum project like a common school-wide reading or an event like an Invention Convention or a Poetry Slam can help you refine your understanding of the structures and relationships needed to embed integrated curriculum at your school.

This activity can help your staff members as you pilot a school-wide, integrated focus.

Desired State

Short-term planning – where do you want to be in six months and how will you get there?

This template can help your focus on the next stage whether you're starting from scratch or refining an established program.

Four Corners: A Carousel Approach

Purpose:

To help participants tease out the unique characteristics of each school highlighted in the video and their use of integrated curriculum for the purpose of further analysis.

Time Allotted:

90 minutes

Group Format:

Small and large groups

Facilitator Tips:

The facilitator should model an example of the type of characteristics the school is looking for, i.e., size of integrated curriculum teams, number of subjects being integrated, use of Essential questions, amount of dedicated time in the schedule ,etc. Post chart paper in each corner and place the name of one school at the top of each sheet: Quest High School, Humanitas at Bell High School, New Urban High School, and your school.

For those individual teachers interested in integrating two subject areas in their classroom check out the Small Schools Project design series paper, *The Humanities Connection*, written by teachers at Sedona Red Rock High School in Arizona. <http://www.smallschoolsproject.org/index.asp?siteloc=resourceandsection=designseries>

The Activity:

- Divide your group so that each person is focused on just one school as they view the video segment.
- Ask viewers to make note of the characteristics of their assigned school's use of integrated curriculum as they watch the video. (20 minutes)
- After the video has been watched ask participants to gather in front of their school's chart and reflect on both the practices they observed and their alignment with the 3Rs.
- Each group shares and documents the characteristics they observed. (12-15 minutes)
- Groups then move to the next chart in a clockwise fashion.
- The group discusses the characteristics on the next chart, making note of anything that is different from the school they viewed closely. (7-8 minutes)
- Using Post-its, participants add questions and observations to the characteristics on the chart (3-5 minutes)
- Groups move again repeating the process for all three schools/charts until they are back to their starting points.
- Each group discusses the feedback and questions they received. (7-9 minutes)
- Each participant shares a new idea or question raised for them about the way curriculum integration will work at their school. (10-12 minutes)
- Record questions and ideas for follow up on the fourth chart.
- Debrief the process. (5 minutes)
- Reflect. (5 minutes)

Next Steps:

This would be a good time to consider contacting representatives from the schools in the video for electronic conversations, real time visits, or correspondence. In addition your questions and ideas should be recorded and put into the collective integrated curriculum binder. We suggest you read the Patterns and Themes activity and decide what data your staff would like to collect to further refine your integrated curriculum work.

Patterns and Themes

Purpose:

To consider best strategies for selecting, planning and implementing an integrated model for your school.

Time allotted:

Two to three one-hour planning sessions

Group Format:

Design team, whole staff

Facilitation Tips:

Your school context and where you are in the process will determine how you proceed in your planning. It is often helpful to designate a group of individuals interested in heading up this process. Some of their initial activities might be conducting a survey of the staff regarding their ideas around creating integrated teams and/or implementing integrated curriculum. Another strategy for collecting data is to conduct individual interviews with staff members to provide them with an opportunity to express their thoughts about teaming structures, next steps, where they are individually with the idea, what their vision is, what supports they need, and what their greatest fears and/or challenges might be.

Once the initial needs assessment, interviews and/or survey is completed a whole staff meeting should be planned to look at the data and create an action plan for moving forward. You can use the following protocols to structure the conversation around what an integrated model might look like in their setting using the data collected.

The Activity:

POINTING (20 minutes)

Pointing is a sequential technique for highlighting important elements of a text, or in this case, within the data summary.

Process:

The facilitator acts as the norm keeper and debriefer. A recorder keeps a list of the words and phrases generated by the group.

The summary data is divided up into sections (per question).

Participants in groups of three or four take turns reading aloud the numbered sections. Participants can read along or just listen.

During a brief pause between each section reading “pointing” occurs. i.e., each person says aloud which words and/or phrases are most important or meaningful to him or her. A recorder captures the ideas on a large sheet of paper.

The recorder reads back the list to the group so that all can hear again the different or similar ideas captured. Also, this is an opportunity to discuss any patterns or themes that may have emerged.

THE FINAL WORD (20 minutes)

Participants re-read the data and consider the words and phrases generated in the previous activity and select what they feel is the most significant pattern and/or theme.

One person begins by sharing the theme or pattern he or she selected and explains the significance of his/her pattern or theme. (1 minute)

Each person in the group then comments on the same pattern or theme in response to what the first person said or any other way that extends the understanding of the selection. (1 minute each – 3 minutes total)

The person who started has the “Final Word” to add any insights or to comment on what has been raised by other members of the group (1 minute; 4 minutes total)

As a group look at the patterns and themes that emerged. What questions does this raise for you?

As a groups define three to four key patterns or themes that emerged from your work with the data. Post for large group sharing. (5 minutes)

Debrief:

How did it work? Was it a useful way to discuss the data?

Whole Group Discussion:

What is currently working? Capture and honor.

What is special and unique about who we are?

What do we know well?

What do we need to know more about?

What is ideal? What structures do we need to support what we believe about teaching and learning?

Next Steps:

Complete an I-MAP (see page 78) to capture your next steps for implementing an integrated model. All reflections and I-MAPs should be filed in the collective binder.

Top Ten Reasons for Integrating the Curriculum

Purpose:

To review the reasons for integrating the curriculum and develop a plan to deal with any outstanding barriers to this practice at your school.

Time Allotted:

45 minutes

Group Format:

Small and whole group

Facilitation Tips:

Distribute the “Top Ten” sheets (see page 61) in advance and ask your team to come prepared to share any integrated curriculum roadblocks with the group.

The Activity:

- Divide your staff members into groups of four to six.
- Ask groups to read the Top Ten List from the tenth to the first reason and discuss any questions or disagreements they might have with the list. (12 minutes)
- Now ask each small group to brainstorm a top ten obstacles or tasks list that must be addressed before the whole school can begin using an integrated curriculum. (12 minutes)
- Each group posts their lists and reports out. (7 minutes)
- Whole group looks for patterns and prioritizes the top ten questions to be answered or tasks to be completed. (10 minutes)
- Develop a timeline and designate a point person for each issue. (10 minutes)
- Debrief. (5 minutes)
- Reflect. (10 minutes)

Next Steps:

Small groups should meet between larger meetings to resolve any obstacles, develop proposals, draft schedules, etc. All planning should be documented and stored in your collective integrated curriculum binder.

“An integrated study is one in which children broadly explore knowledge in various subjects...”

~ A. Humphreys, in Interdisciplinary Methods: A Thematic Approach. 1981.

Top Ten Reasons for Integrating the Curriculum

10. Unless you have 50 hours a day to teach, you'll never get it all in.
9. An integrated curriculum allows science and social studies to frame your reading, writing, and math.
8. The brain thrives on connections.
7. Life is not divided into neat little blocks of time called science, math, reading, writing, social studies, and recess.
6. Problem solving skills soar when all of our knowledge and higher level thinking from all curriculum areas are tapped.
5. Real literature in real books provides an authentic diving board into learning all subjects. Award-winning literature provides models for problem solving, peer relationships, character development, and skill building as students are captivated by exciting adventures with realistic characters who go through problems very much like their own or problems (like war) from which they will learn historical truths.
4. School's got it backwards! In real life you are tested with a problem and then must scramble for answers, but in traditional school you are given the answers and asked to... regurgitate them.
3. Group interaction and team building inherent in an integrated curriculum depend on using various strengths and skills to create bridges to understanding.
2. Your standardized test scores will hit the top! By inspiring students to think, to love learning, and to put their learning to work in authentic ways, your kids will be equipped for whatever curves they might be thrown...on standardized tests and in life!
1. Students LOVE an integrated curriculum and thrive on its challenges!

- The Little Red Schoolhouse, 2002

Start-Stop-Keep Integrated Curriculum Guidelines

Purpose:

To assess your current reality in order to begin to pilot an integrated curriculum as individuals, pairs, teams or a whole school.

Time Allotted:

First meeting is 40 minutes, second meeting is 1 hour

Group Format:

Small groups and whole group

Facilitation Tips:

Keep it real. Remind staff members that they won't be able to launch a full time, total-school integrated curriculum overnight and ask them to be realistic as they make goals and commitments for the next period.

The Activity:

- Form small groups of three to six participants. For this activity you might be ready to organize your groups where there are natural intersections in the curriculum, i.e., math/science, English/history, or teaching teams based on grade or students taught in common.
- Provide groups with a copy of Start, Stop, Keep grid (see page 64) as well as markers.
- Individuals silently brainstorm practices that support integrated curriculum and write them in the "keep" section, practices that are unsupportive in the "stop" section, and new practices they'd like to initiate in their "start" sections. (12-15 minutes)
- Groups discuss everyone's contributions and transfer their ideas to the template. (7-10 minutes)
- Group members commit to one change they'll make immediately in light of this activity. (5-7 minutes)
- All templates are collected and recorded for discussion at the next meeting.
- Debrief. (7 minutes)

Picturing the Possibilities

- Reflect. (5-7minutes)

Next Meeting:

One hour

Group Format:

Groups of four to six

- Using the collected data from the Start-Stop-Keep forms as text, participants discuss the following in rounds:
 - o What do you see? Patterns, surprises?
 - o What's missing?
 - o What are the implications of this data for your plans of integrating the curriculum?
- Capture the highlights of this conversation on chart paper. (20-25 minutes)
- Reflections
 - o What did you do differently after our last meeting? When unpacking the commitments that were made, what worked, what did not, etc.? (10 minutes)
 - o What will you do differently tomorrow as a result of this data and conversation? (10 minutes)
- Debrief. (7 minutes)
- Reflect individually. (5 minutes)

Next Steps:

Begin to share teacher plans or student work samples that are the products of your initial efforts at an integrated curriculum. Document your efforts and reflections and place them in your collective binder.

Start, Stop, Keep

Use the grid to take notes about new ideas or strategies you want to use or lose in your work around integrated curriculum.

START	STOP	KEEP

Integrated Curriculum Taking Root

Purpose:

To develop a common lesson, theme, or focus that can engage all students in ways that are rigorous and relevant. To unite the school and strengthen your cross-curricular and cross-grade relationships through your joint work on a pilot integrated curriculum activity.

Time Allotted:

One to two meetings

Group Format:

Whole staff, teaching teams

Facilitation Tips:

Poll the staff and students for theme or project ideas before the meeting. Present the top five choices for a school-wide focus to your staff members.

The Activity:

- Poll the staff and student body over a two week period soliciting ideas for possible Essential questions, school wide themes, common readings, etc.
- Present the top three to five ideas collected for review. (5 minutes)
- Divide the staff into teaching teams based on grade or students taught in common, not subject areas.
- Ask your teams to pick their top two choices. (5-7 minutes)
- Share choices as a whole group in order to establish one focus for the school. (12 minutes)
- Use your remaining time and the next meeting to refine your Essential question and develop a range of possible team responses. For example, if your school decides on a common reading, then teaching teams could decide on the ways they would present the reading and the possible responses their students might generate. If the whole school read *Respect* by Sarah Lawrence Lightfoot, one class might

write poetry, another might enact one of the scenarios from the book and still another might create visual representations, but all would be exploring respect, what it looks like, sounds like, etc.

- Develop a timeline of one month or less. (8 minutes)
- Debrief. (5 minutes)
- Reflect. (5 minutes)

Next Steps:

Implement the integrated project or activity and conduct a debrief with all stakeholders through reflections, mixed focus groups, etc. Document your findings in your collective binder. Reassemble the design team and discuss what worked, what needs improvement, and so on. Assess the process for signs of integrated curriculum “roots” that can be supported and nurtured.

Desired State**Purpose:**

Use this template as you “chunk” your planning into manageable periods of time, for example, a period of three, six or nine months OR use it to plan your pilot integrated curriculum activity.

Time Allotted:

60-90 minutes

Group Format:

Pairs or quads and whole group

Facilitation Tips:

Divide your group into pairs or quads with similar projects in mind and distribute the templates. Act as timekeeper so that individuals, pairs, or quads, and whole group discussions are completed.

- Write your small group’s goal or “desired state” in the large circle in the upper right corner. (3 minutes)

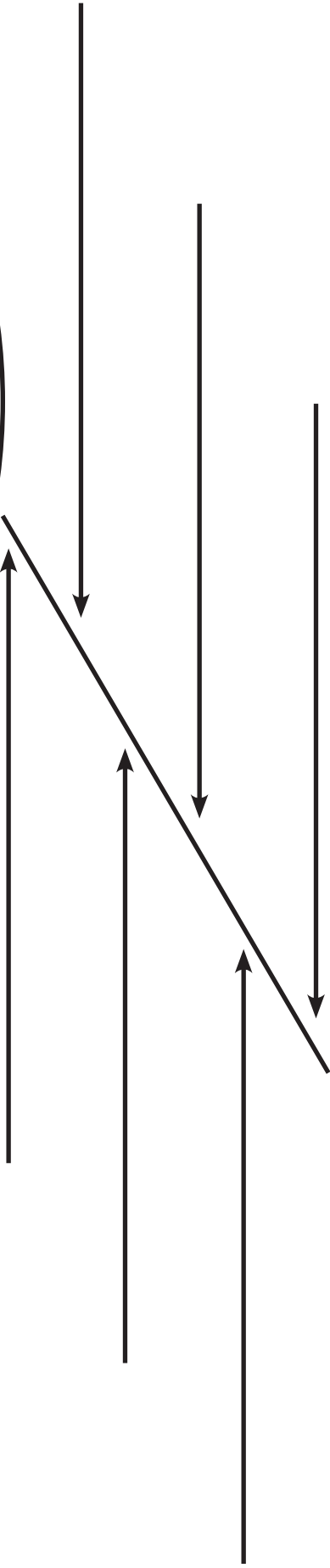
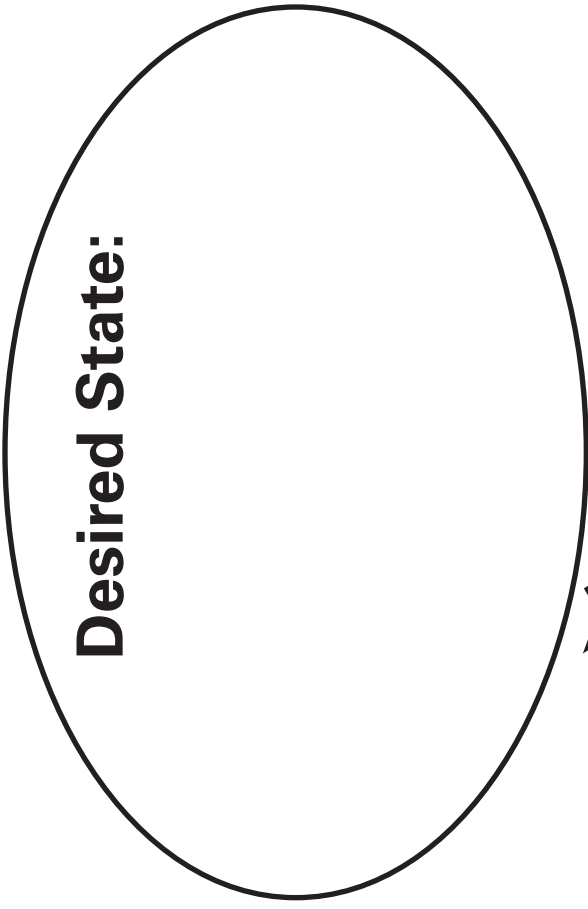
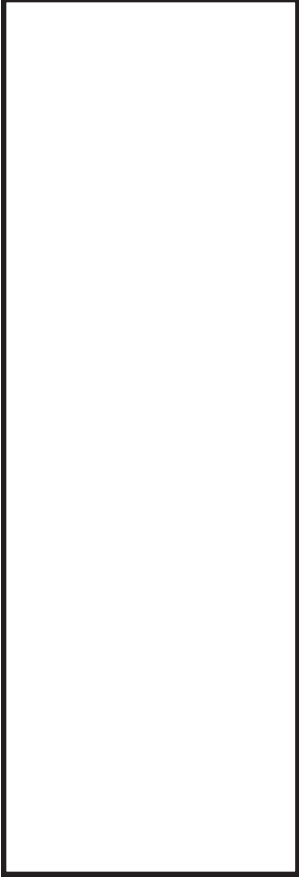
Picturing the Possibilities

- Place a short label of your current reality in the box in the lower left corner. (3 minutes)
- Use the lines between your current reality and desired state to list the steps you plan to take in your selected period of time (feel free to add more lines). (12-15 minutes)
- Decide on a point person or team for each action. (7 minutes)
- You may also want to project dates for the activities. (5 minutes)
- Use the box in the lower right to list resources needed to achieve your goals. (5 minutes)
- List any outstanding questions in the box in the upper lefthand corner. (7 minutes)
- Report out about your group's finished copy and answer clarifying questions. (3 minutes each)
- Debrief. (5 minutes)
- Reflections. (5 minutes)

Next Steps:

Distribute your final copy to all group members to clarify responsibilities between meetings and beyond. File a copy in the group binder and proceed with your design of mini-integrated units if you are a novice team and long-term units if you are more experienced.

Framing Question/Focus



Current Reality:

Resources

Reflection and Assessment:

Essential Question: How can ongoing reflection and assessment sustain our ongoing commitment to the 3Rs and integrated curriculum?

Purpose:

To help you stay in touch with each other and your community stakeholders. New and veteran teams must continue to address questions of communication as their student bodies and faculties grow and change.

Process:

As you implement your plans to integrate the curriculum you will be involved in a continuous process of reflection and refinement. As you get to know your students and their needs for instructional support, your plans will necessarily change.

Review the menu of activities that are designed for use in conjunction with your ongoing implementation of your integrated curriculum. The activities are scaffolded so that as you progress in your understanding and implementation the activities progress with you. The descriptions of the protocols and processes will help guide your choice of where to begin.

Documentation: Collecting and collaboratively reviewing your students' responses to your lessons will inform your ongoing efforts. Continue to keep a binder that tracks your collective progress on the integrated curriculum journey. In addition, you should keep a record of your personal progress.

Integrated Curriculum Walkthrough

This activity offers a structure for peer visits that will offer you focused feedback in support of your ongoing efforts.

Walkthroughs are a powerful tool for novice and veteran groups that can be used in a reciprocal fashion and on an ongoing basis.

Rubric Roundup

In this activity you will examine established rubrics for integrated instruction as you prepare to develop your own scoring tools.

This activity will be especially helpful for teams that are unaccustomed to working with or designing rubrics.

Rubrics and Reflection

In this activity you will design your own descriptors and scoring rubric.

This activity can be used each time you develop a new rubric and as such it is useful for both novice and experienced teams.

Quarterly Tune-Ups

This activity is an opportunity to receive focused feedback based on the collaborative examination of student or adult work.

Looking at student and adult work is an ongoing practice that will be of benefit for novice and experienced teams.

Integrated Curriculum Walkthrough

Purpose:

To establish structures and channels of consistent, reciprocal feedback within and across your integrated curriculum teams.

Allotted Time:

One to two hours (it can be two separate hours)

Group Format:

Paired integrated curriculum teams

Facilitation Tips:

Establish feedback norms and a focus for the visit before the walkthrough team arrives. Meet with the host team or their representative in advance to develop the framing question for the walkthrough. For example, if the

Picturing the Possibilities

hosts are concerned that their students are engaged but that the learning is not rigorous enough, they might frame the feedback around these questions: What evidence do you see of rigorous instruction? How is our curriculum integration moving students to a deeper understanding of the content being taught?

Next, meet with the walkthrough team to share the framing question and brainstorm what they might expect to find in classrooms where the integrated curriculum was supporting rigor and depth of understanding.

The Activity:

- Distribute feedback norms or review feedback norms before the visit. For example: feedback should always be invited, specific, given with care, be actionable, etc.
- Share the host team's framing question with the visitors. (3-5 minutes)
- Brainstorm expectations in light of the 3Rs and the framing question. (15-20 minutes)
- Walkthrough teams silently walkthrough the classrooms and make note of evidence/feedback. (15 minutes)
- Walkthrough teams regroup and discuss what they saw and heard. (10 minutes)
- Hosts join the visitors to receive the feedback. (10 minutes)
- Hosts take a few minutes to discuss what they heard, what surprised them, etc. (7-10 minutes)
- Hosts respond to anything that pushed their thinking; they are not expected to respond to every point that was shared. (10-12 minutes)
- Debrief. (5 -7 minutes)
- Reflect. (7 minutes)
- Schedule a reciprocal visit.

Next Steps:

Teams may choose to share the feedback with their students. All feedback should be documented in the team's binder.

Rubric Roundup

Purpose:

To begin to develop a common understanding of the rubric(s) your teams might use to assess the effectiveness of integrated curriculum for your students.

Time Allotted:

One hour

Group Format:

Small and large groups

Facilitation Tips:

Copy sample rubrics from the Small Schools Project website below for all team members. Distinguish between checklists and scoring rubrics before you distribute the materials. A checklist indicates whether something was included or left out, a rubric offers a rating scale to assess the quality of a performance.

For examples of rubrics and guidance on rubric development see the Small Schools Project rubric resources at:

<http://www.smallschoolsproject.org/index.asp?siteloc=toolandsection=portrub>

The Activity:

- Combine teaching teams so that you have groups of 6-8 teachers
- Distribute the rubric samples
- Ask teams to reflect on and share in rounds while responses are captured on chart paper or as minutes
 - o What do you see that relates to the 3Rs?
 - o What's missing?
 - o What questions do these rubrics raise for you?

Picturing the Possibilities

o What are the implications for your school/team as you design your own rubric(s)? (35-40 minutes)

- Share implications as a whole group. (12-15 minutes)
- Debrief. (5-7 minutes)
- Reflect. (5 minutes)

Next Steps:

Your members can examine other rubrics online and/or they can begin to develop descriptors for both content knowledge and presentation skills for your pilot integrated curriculum activity. Teachers can also begin to engage students in the rubric development process.

Rubrics and Reflection

Purpose:

To create a rubric or scoring guide to assess how well you are meeting your goals. By developing descriptors for each goal you will be able to measure your progress and plan your next steps.

Time Allotted:

Ongoing

Group Format:

integrated curriculum team with feedback from entire constituency

Facilitation Tips:

Use the 3Rs, your curriculum maps, your standards, and your descriptors for your integrated unit along with your collective binder to help you get started on your rubric development. The web is a great resource as well.

The Activity:

The following format and example can be used as a tool for developing your own rubric.

SAMPLE

What?	1	2	3	4
	Exploring	Emerging	Engaging	Embedded
The integrated curriculum content is rigorous.	Only one source of information and one point of view are cited.	Two points of view are included and cited in the references.	Multiple sources and perspectives are reported.	Multiple points of view are compared and contrasted.
The integrated curriculum content is relevant.	The content is generic.	One or two connections are made between the research and the student's community.	The student made many connections between the text and their own community.	The student used the text to underscore the situation in her/his community and projected a possible response or application of lessons from the material.
Integrated curriculum fosters relationships.	The student had evidence of peer editing on his/her draft.	The student had evidence of a peer review and cited several teachers in the resources.	Self and peer review and teacher supports are evident.	Self, peer, and teacher reviews are evident along with feedback from a community leader whom the student contacted.

- With your team, look at your goals for integrated curriculum and the practices and behaviors you would expect to see in a rigorous, relevant project or assignment where meaningful relationships were in place.
- Refer back to your curriculum maps to begin developing your rubric descriptors.
- Once your rubric is in place, distribute it to all teachers and students to flesh it out further.
- Finally, use your rubric to assess the progress of your program and discuss the steps needed for an “exploring” integrated curriculum to become “emerging,” etc. This should be a proactive form of assessment and not a judgmental one.

Next Steps:

Schools might also publish their rubrics on the SSP website and invite critical friends from other schools to view them, lending fresh eyes to their assessment tools and process. This could be accomplished by conducting walkthroughs, interviews, focus groups, mid- or year-end surveys, etc.

Quarterly Tune-Ups

Purpose:

To provide a context and structure for regular reflection and feedback about your integration of the curriculum.

Time allotted:

50 minutes

Group Format:

Integrated teams

Facilitation Tips:

Facilitator helps group stay focused on the presenter's framing question. Facilitator meets with the presenting member to help shape a question that will get the entire group the feedback they need about their process and their content.

The Activity/Protocol:

- From each of the integrated teams, designate a member to present an assessment of the current state of their integrated curriculum, sharing evidence of student work and teacher reflections, surveys, etc., that supports their proposed rubric rating (from the Rubrics and Reflection activity). The presenting member then poses a framing question to their group for feedback. (7-10 minutes)
- Group members examine the evidence presented and ask clarifying questions. (7 minutes)
- Group members share warm and cool feedback focused on the presenter's question. (10-12 minutes)
- Group members discuss the evidence in light of their integrated curriculum rubric, the school's mission, and the 3Rs, focusing on further wondering to be done with the presenter. (10 minutes)
- The whole group has an opportunity to respond, and request clarification and/or ongoing support from their peers. (5 minutes)

- Closing the Loop—all members complete and share their reflective I-Maps (see page 78) with the other group members in the next day or two.
- Debrief the process. (5 minutes)

Next Steps:

Teachers might agree to keep response journals or blogs. Teachers might invite students and/or family members into the process.

The integrated curriculum is a great gift to experienced teachers. It's like getting a new pair of lenses that make teaching a lot more exciting and help us look forward into the next century. It is helping students take control of their own learning.

~M. Markus, media specialist, quoted in Shoemaker, September 1991, p. 797

Are We There Yet?

A Conclusion by Any Other Name

As you come to the end of these support materials, we suggest that you are actually back at the beginning. Your successful advocacy on behalf of your students through integrated curriculum will always be a destination that beckons from just over the horizon. As the landscape of your needs shifts in response to each new wave of students, their families, and changes in your staff, so will your journey grow and change. We hope that you will revisit these tools regularly as you continue to reflect and collaborate as student advocates.

Each student will begin at their own personalized starting point and with your support they will arrive at commencement in their own unique ways. With rigor, relevance and powerful relationships as your signposts, we believe that your students will be well prepared to continue on in their journey as life-long learners, joining you as fellow travelers and active citizens on the road to social justice.

Schools featured in “Integrated Curriculum: Connecting and Collaborating”

Quest High School (grades 9-12)

Teachers: Alyssa Howell, Marianne Zemanek
18901 Timber Forest Drive
Humble TX 77346
Phone Number: 281.641.7300
URL: <http://qhs.humble.k12.tx.us/>

Quest is a magnet school of choice in a suburb of Houston, Texas. The curriculum is based on three sets of integrated standards: Academic Foundations, Essential Learner Behaviors, and Workplace Tools. These standards are designed to allow students to learn how to learn, to be academically prepared for college, the workplace, or the military, and equips them with the necessary tools with which to be successful in any of these situations. The students and the school are seen as a component of a larger community and therefore should interact on a regular basis.

Humanitas Program at Bell High School (grades 9-12)

Teachers: Megan Falls, Mike Berger, Lee Kimura, Amanda Paul
4328 Bell Avenue
Bell CA 90201
Phone Number: 323.560.1800
URL: <http://www.bell.k12.ca.us/BellHS/default.html>

Humanitas is a network of more than 500 teachers working in interdisciplinary teams at 32 LAUSD high schools. It is also an integrated classroom curriculum that engages students and teachers in an in-depth exploration of the arts and humanities and in the process expands student learning and teacher knowledge and skills.

Using a unique team-teaching and team-learning approach that emphasizes a theme taught across multiple subjects, Mike and Megan teach a 12th grade class on expository composition and economics. Amanda and Lee integrate their English and history, as well, and use Socratic seminars as a teaching tool.

New Urban High School (grades 9-10)

Teachers: Rose Tyvand, Kyle Knight, Kelsi Fritz, Maureen Ray
14450 SE Johnson Road
Milwaukie OR 97267
Phone Number: 503.353.5925
For more information contact Principal Tim King at: kingt@newurban.org
URL: <http://www.newurban.org/>

New Urban is modeled after San Diego’s High Tech High and is a project-based, class-based school in a suburb of Portland. The 9th and 10th grade is split into two “houses” of 100 students each, with a team of 5 teachers and one counselor in each house. The teacher team designs and implements a trimester-long, thematic, integrated curriculum usually comprised of projects and culminating exhibitions.

To learn more about the integrated curriculum you’ve seen in the video and see additional artifacts from teachers and students, go to the Small Schools Project website, click on the teaching and learning section, and visit the Picturing the Possibilities resources.

3Rs Definitions

Rigor:

The capacity to understand content and ideas that are complex, ambiguous, and provocative and lead to an attainable, satisfying conclusion. The work is substantial, taps into students' prior knowledge, and requires metacognitive growth (awareness into their own thought processes) through an endeavor that is personally or emotionally challenging. A rigorous task takes students beyond where they would otherwise go.

Relevance:

Relevance weaves the background knowledge (both cultural and personal) and experience of students with the content, material, and culture of the classroom. A relevant learning environment has elements of trust, ownership, urgency, and authenticity, and addresses the basic needs of all its members.

Relationships:

Relationships in the school setting are collaborative, safe, nonviolent, nonjudgmental, and equitable. The culture of relationship building is formed through time, common understandings, and democratic practices where every student and teacher's voice is valued. This can only occur when differences are valued, languages are respected, and there is a willingness to sacrifice, push one another, and compromise.

Individual Monthly Action Plan (I-MAP)

for Integrated Curriculum

What implications does our integrated curriculum work have for my practice between this meeting and the next? What change will I work on making in my dealing with others?

Planned Change: What will I do? _____ **Date** _____

Why am I planning to do this? <i>How is this change aligned with the 3Rs? What do I hope will happen as a result of this change in my practice?</i>	How will I initiate this change? <i>What am I going to do? What steps will I take and when will I take them?</i>	What supports do I need to be successful? <i>Who can help me and what do I need from them?</i>	How will I know if I've made progress? <i>What evidence will I review? How will I document my growth?</i>

Possible supports, next steps to consider: individual conference, peer visitation/observation, presenting work at an upcoming meeting, online conversation with other group member(s), reflective journal writing.