

65TH CONFERENCE ON EXCEPTIONAL CHILDREN

**GRADUATION:
The Measure of Tomorrow**

Designing Integrated Curriculum Units

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Session Outline

- Introduction to integrated curriculum units
- Planning process
- Examples from NC Governor’s Teacher Network project
- Time to try it!
- Q&A and materials sharing

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What is Integration?

“In its simplest conception, it is about making connections.”

- **Multidisciplinary:** organization of different disciplines around one theme
- **Interdisciplinary:** organization around common skills across disciplines
- **Transdisciplinary:** organization around student questions in real-life contexts

- Drake & Burns, 2004

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Why Integrate?

- Links instruction to standards
- Supports students at different grade levels in the same classroom
- Teaches generalization
- Focuses on connections rather than factual recall

- Cooper-Duffy, Szedia, & Hyer, 2010

What's the latest buzzword?

Thematic teaching

Cross-
curricular
planning

**Multidisciplinary
instruction**

**Project based
learning**

*Integrated
units*

How's This?

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Beware Surface-Level Thematic Teaching

- Don't have a theme for the sake of having a theme!
- It's not just clipart and crafts
- Make meaningful connections
- Focus on the concepts and "big ideas" in the standards

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Where do I start?

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Backward Design

- Stage 1: Identify desired results
 - Standards
- Stage 2: Determine acceptable evidence
 - Assessment
- Stage 3: Plan learning experiences and instruction
 - Lesson plans

- Wiggins & McTighe, 1998



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SLIDE through your unit planning...

- S: Standards-Based
- L: Literacy-Integrated
- I: Interactive
- D: Direct Instruction
- E: Experiential



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Standards-Based

- Always start with the standards!
- Choose one content-related standard to build your unit around
- Use vertical alignment for multiple grades
 - Correlate skills and concepts
- Extend to standards in multiple subjects
 - Consider both content and concepts
- Define how students will demonstrate mastery



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Literacy Integrated

- Literacy is HOW we learn
- Text
- Writing
- Language concepts
- Speaking and listening



Interactive

- Movement, art, technology, etc.
- How can we DO the learning?
- Integrates Universal Design for Learning principles
 - Multiple Means of Representation
 - Multiple Means of Expression
 - Multiple Means of Engagement

Direct Instruction

When?	How?
For specific content	Variety of methods
– Vocabulary	– Discrete trial
– Specific processes	– Time delay
– Foundational skills	– Scripting
	– Task analysis

Experiential

- Field trips
- Projects
- Culminating activities
- Application
- Generalization
- Make it something they will remember!



Across the Week & Across the Unit:

- Everything connects back to the core **standard**
- Introduce and support content through **literacy**
- Participate in **interactive** activities
- **Directly** teach specific skills
- **Experience** the learning somehow

Unit Planning

- **Template** for thinking through all components of an integrated unit
- Completed **example** for 4th grade NC unit



Example Integrated Unit

- 2014-15 Governor's Teacher Network
- 9 week instructional unit
- Extended Content Standards for grades 3-5
- Social Studies, Science, Literacy, and Math
- Accessible in SchoolNet

Let's Try It!

Think through planning a unit starting with one of these standards:

- **K-2:** EX.1.P.2.2 Classify objects by the material they are made from (e.g., clay, wood, cloth, paper).
- **3-5:** EX.4.L.1.2 Understand the effects of healthy and unhealthy food choices on the body.
- **6-8:** EX.7.E.1.2 Identify the parts of the water cycle (evaporation, condensation, precipitation, run off).
- **9-12:** EX. Bio.2.1.4 Understand simple food chains (e.g., grass gets energy from the sun, grasshoppers from grass, snakes from grasshoppers, and hawks from snakes).

Lesson Plan

- Use any template that works for you!
- **Sample** multi-day template that includes all components

Change Your Thinking...

Move away from...

- "It's science time"
- One way of assessing
- Teaching foundational skills in isolation
- Activity-based planning

Move towards...

- True integration
- Natural assessment
- Building on the basics throughout a unit
- Standards-based planning

References

- Cooper-Duffy, K., Szedia, P., & Hyer, G. (2010). Teaching literacy to students with significant cognitive disabilities. *TEACHING Exceptional Children*, 42(3), 30-39.
- Drake, S.M. & Burns, R.C. (2004). *Meeting standards through integrated curriculum*. Alexandria, VA: ASCD.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design (expanded 2nd edition)*. Alexandria, VA: ASCD.



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Integrated Curriculum Unit: Planning Sheet

Start with a science or social studies content standard.

Extend that content into the other grade levels you teach.

Which areas of literacy can I integrate?

- Informational Text
- Literature
- Foundational Skills
- Writing
- Speaking and Listening
- Language

Which areas of math can I integrate?

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base 10
- Fractions
- Measurement and Data
- Geometry
- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Statistics and Probability

What other content and concepts can I integrate?

How will students demonstrate their understanding of the “big idea” of this unit?





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Brainstorm a list of activities related to all content areas.



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Integrated Curriculum Unit: Planning Sheet EXAMPLE

Start with a science or social studies content standard.

EX.4.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.

Extend that content into the other grade levels you teach.

EX.3.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.)

EX.5.G.1.2 Explain when and why people make decisions about transitions based on where they are and where they may be going.

Which areas of literacy can I integrate?

- Informational Text
- Literature
- Foundational Skills
- Writing
- Speaking and Listening
- Language

Which areas of math can I integrate?

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base 10
- Fractions
- Measurement and Data
- Geometry
- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Statistics and Probability

What other content and concepts can I integrate?

Science: weather (temperature and precipitation), clothing choices in regions

Social Studies: addresses, maps, state symbols

Art/occupational therapy

How will students demonstrate their understanding of the “big idea” of this unit?

Multiple choice concept quiz (with written, verbal, and visual supports and differentiated response types) for vocabulary, map concepts, and state symbols

Presentation (options for verbal, multimedia, written, etc.) on a region of NC





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Brainstorm a list of activities related to all content areas.

- *Label the 3 regions of NC*
- *Write and mail a postcard to family*
- *Read adapted books on NC geography, industries, tourism, etc.*
- *Experience (touch, taste, smell, etc.) real state symbols of NC (foods, animals, etc.)*
- *Look up and graph temperature and precipitation in 3 regions*
- *Watch daily weather reports from different NC cities*
- *Identify clothing appropriate for different weather types*
- *Make a 3D model of NC geography*
- *Activities related to the regions (gem mining, build a lighthouse or a plane, pottery?)*
- *Virtual field trips to NC locations*
- *Research project and presentation on one region*



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Lesson Plan Template for Integrated Unit

Unit Title:

Lesson Title:

Core Content Standard:

Additional Standard:

Consider multiple grade levels and content areas

Additional Standard:

Consider multiple grade levels and content areas

Additional Standard:

Consider multiple grade levels and content areas

Literacy Integration:

Text, language concepts, writing, speaking and listening skills

Direct concepts:

Vocabulary, specific IEP goals, foundational skills

Experiences:

Hands-on activities, projects

Multiple Means of Representation

How can directions and content be presented in different ways?

Multiple Means of Expression

How can students demonstrate their learning in different ways?

Multiple Means of Engagement

How can students be motivated and interact with content in different ways?





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Day 1 Plan

Plan for a "hook," teacher input, guided and/or independent practice, and assessment.

Day 2 Plan

Day 3 Plan

Day 4 Plan

Day 5 Plan