

INTEGRATED CURRICULUM- INTEGRATED TEACHING APPROACH

INTRODUCTION

An integrated curriculum allows children to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries. In early childhood programs it focuses upon the inter-relatedness of all curricular areas in helping children acquire basic learning tools. It recognizes that the curriculum for the primary grades includes reading, writing, listening, speaking, literature, drama, social studies, math, science, health, physical education, music, and visual arts. The curriculum also incorporates investigative processes and technology. It emphasizes the importance of maintaining partnerships with families; having knowledge of children and how they learn; and building upon the community and cultural context. Integrated teaching and learning processes enable children to acquire and use basic skills in all the content areas and to develop positive attitudes for continued successful learning throughout the elementary grades. Rationale for Integrating the Curriculum Integration acknowledges and builds on the relationships which exist among all things. An integrated curriculum implies learning that is synthesized across traditional subject areas and learning experiences that are designed to be mutually reinforcing. This approach develops the child's ability to transfer their learning to other settings.

Characteristics of an Integrated Curriculum An integrated program includes: Experiences to develop children's attitudes, skills, and knowledge and to help them make connections across the curriculum Activities that provide for a range of abilities Activities that are both teacher-initiated and directed and child-initiated and directed Whole class, small group, and individual experiences Opportunities for critical and creative thinking Teacher, peer, and self-assessment Opportunities to experience learning as a meaningful whole.

CONTENT

Day 1	 What is an integrated curriculum and what is not? Cooperative Learning for Team Teaching Culture of Trust and Cooperation Workshop
Day 2	 How the Integrated Curriculum is Implemented in Schools to Meet the New Curriculum Goals? Skill-Based Training Sharing the Skill-Based Education Experiences of Finnish Schools How Businesses and Schools Collaborate for Global Competence?
Day 3	 Materials, Strategies and Evaluation Forms Used in Schools for Skills- Based Education Innovation in Education Advanced/individualized innovative classes by School Level In Social Innovative Approach Education; Architects of New Learning Spaces are Teachers.
Day 4	 Students and Parents. Creating High Level Classes According to Innovative Approach Design Based Learning with Living Labs To Support the Integrated Curriculum, Users of Design-Based Learning are Active
Day 5	 Researcher Teachers. Leadership/Learning in an Innovative Culture Improvement in Schools The Concept of Improvement; It is the vision, mission and values of schools as 21st century social actors.
Day 6	 Maker Workshops, STEM, Libraries for Reading Skills New Learning Methods Creating Educational Clusters (artists, scientists, preschool, high school, maker workshops and libraries)

OUTCOMES

Benefits of an Integrated Curriculum

When it comes to making academic learning effective, having an integrated curriculum works. Evidence collected across many studies at all grade levels for the last century repeatedly leads to the same conclusion. Students who learn via integrated approaches do as well as, or better than, students in traditional classrooms in academic success. Provide More Meaning

A question that every teacher has been faced with (especially if they teach math!) is "when will I ever use this in the real world?" It's a hard question to answer, especially when students often only see equations in math classes and poems in classes. Don't just tell; show. Students who don't get why they have to learn about a poem can understand better the context and importance when the poet and subject show up in history class and the poet's peers in art class.

Center School Around the Learner

Encouraging students to explore whatever they're interested in. Talk about high ceilings! Whether it's rocket ships or reality TV, let the learner be the guide for what to learn next. A student otherwise uninterested in math might care all of a sudden when the math is about calculating the right amount of fuel for their mini-rocket to launch or providing precise timestamps for their custom reality show.

Make Content Authentic

When it comes to the real world, rarely should an essay be exactly five paragraphs. Science lab results rarely result in the exact data expected. Math rarely appears as simple, definable problems with single, correct answers. Rather, the real world is flush with ambiguities and exceptions. This is a story you can have students explore themselves when content isn't isolated to a single class, but instead investigated across different contexts and with different teachers.

Build Learner Appreciation

Students often have the mindset that one doesn't have to understand something in order to appreciate it. A student does not need to know how snow forms in order to appreciate a snow day! (Or know how to program in order to browse social media.) One way to help students not only gain an appreciation for what they're learning but yearn for it is to connect curriculum. When snow isn't isolated to a one-off lesson in science class but perhaps coordinated with a geography lesson on snowy climates and a literature lesson on a Siberian story, then any aspect of a snow day—whether it's a news story involving a cold front or the vocabulary term accumulation—has the potential to pique a learner's interest and build on what they already know.

+49 163 620 46 90

info@sherlockedu.de www.sherlockedu.de Sorvaajankatu 15 (4.kerros) 00880 Helsinki-Finland Lietzenburger Straße 107 10707 Berlin Germany O Gottlieb-Dunkel-Straße 43/44 12099 Berlin Germany