

Viewing Notes to Accompany the Slide Deck

Slide Number	Viewing Notes
3	Refer to pages 7 and 8 in the document.
4	Refer to pages 9 and 10 in the document.
5	<p>Refer to pages 12 and 13 for a general discussion on the Concepts of Disciplinary Thinking.</p> <p>For discipline specific explanations refer to the following pages:</p> <ul style="list-style-type: none"> • Social Studies – pages 58 – 60 • History – pages 130 – 131 • Geography – pages 158 - 159
6	<p>Refer to pages 22 – 24 for a general discussion on The Inquiry Process in Social Studies, History and Geography.</p> <p>For more detailed specific discipline approaches to inquiry please refer to the following pages:</p> <ul style="list-style-type: none"> • Social Studies – pages 61 – 62 • History – pages 132 – 133 • Geography – pages 160 - 161
7	Please refer to Quotes for Activity 1 - that are in a pdf. file
8	Follow along with the Sample Combined Grade2/3 Planning Sheet
9	Large Overarching Question for a combined Grade2/3 class
10	<p>It is important to start by looking at the big ideas for the two grades and see what common themes/ideas there are.</p> <p>Always going back and looking at the similar Concepts of Thinking as well.</p>
11	Then Look at the Framing questions , found on the grade overview pages, and use those also as a guide, come up with a couple framing questions for the combined grade unit
12	<p>Create an overarching question that combines both grades and could be used to guide a learning pathway.</p> <p>Discuss the idea that this question can be used to drive a bigger inquiry that carries over to other subjects and areas of student learning.</p>
13	It is important to use the descriptions for the concepts of thinking and the criteria, that has been developed by OESSTA, to begin to plan learning goals and modes/opportunities for assessment.
14	Use Combined Grade Blank Planning Template for this activity
15	<p>Integrative thinking is important</p> <p>Students need to see the relevance and relationships between the various disciplines</p> <p>Research Tells Us (from</p>

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	<p data-bbox="261 191 1533 260">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Integrated_Curriculum.pdf)</p> <p data-bbox="261 275 857 310">LNS Research Monograph #28 Sept 2010</p> <ul data-bbox="310 331 1520 667" style="list-style-type: none"> • Core cross -disciplinary concepts and higher-order skills are taught by connecting multiple subjects to a unifying theme or issue. • Students in integrated programs demonstrate academic performance equal to, or better than, students in discipline-based programs. • Benefits include greater student engagement, increased teacher collaboration and professional growth and more opportunities to differentiate learning, all especially helpful for at-risk students. • Creating integrated curriculum is not without challenges, often requiring a fundamental change in practice and beliefs. <p data-bbox="261 682 1451 793">Some integration of Ministry Initiatives and policies are already done for you in the revised document. There are also a number of supports produced by the Ministry of Education that help teachers when developing their program.</p>
19	Use both the Sample Integrated Unit Planning Template and the Blank Integrated Unit Planning Template