

How to _____
INTEGRATE *the*
CURRICULA

Third Edition

Robin Fogarty
Brian M. Pete

Foreword by **Heidi Hayes Jacobs**

How to
INTERGRATE *the*
CURRICULA

Third Edition

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The poet, who navigates the stars ...
The writer, who touches the soul ...
The inventor, who notes nature's ways ...
The friend, who connects one with another ...

How to
INTERGRATE *the*
CURRICULA

Third Edition

Robin Fogarty

Foreword by **Heidi Hayes Jacobs**



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Contents

Foreword

Heidi Hayes Jacobs

Acknowledgments

About the Author

Introduction

What Is This Book All About?

Why Bother?

The Theorists: Research on the Brain and Learning

The Practitioners: Abandonment of an Overloaded Curriculum and
Adherence to Standards of Learning

The Parents: What Will Our Children Need 25 Years From Now?

The Students: Education Is a Vaccination

How Can the Curriculum Be Integrated?

10 Models of Integrating the Curricula

Agree/Disagree Introductory Activity

Four-Fold Concept Development Activity

Examples of the Four-Fold Concept Development Activity

How Do Teachers Use This Book?

Model 1. Cellular

What Is the Cellular Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Cellular Model Useful?

How to Integrate the Curricula Working With Model 1: Cellular

Model 2. Connected

What Is the Connected Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Connected Model Useful?

How to Integrate the Curricula Working With Model 2: Connected

Model 3. Nested

What Is the Nested Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Nested Model Useful?

How to Integrate the Curricula Working With Model 3: Nested

Model 4. Sequenced

What Is the Sequenced Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Sequenced Model Useful?

How to Integrate the Curricula Working With Model 4: Sequenced

Model 5. Shared

What Is the Shared Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Shared Model Useful?

How to Integrate the Curricula Working With Model 5: Shared

Model 6. Webbed

What Is the Webbed Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Webbed Model Useful?

How to Integrate the Curricula Working With Model 6: Webbed

Model 7. Threaded

What Is the Threaded Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Threaded Model Useful?

How to Integrate the Curricula Working With Model 7: Threaded

Model 8. Integrated

What Is the Integrated Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Integrated Model Useful?

How to Integrate the Curricula Working With Model 8: Integrated

Model 9. Immersed

What Is the Immersed Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Immersed Model Useful?

How to Integrate the Curricula Working With Model 9: Immersed

Model 10. Networked

What Is the Networked Model?

What Does It Look Like?

What Does It Sound Like?

What Are the Advantages?

What Are the Disadvantages?

When Is This Networked Model Useful?

How to Integrate the Curricula Working With Model 10: Networked

Appendix. Assessing Curriculum Integration: Units of Study

Appraising Curriculum Integration

Appraising the Integrity of the Breadth and Depth of the Curriculum
Integration Unit

Sample Rubric

Assessing the Effectiveness of the Unit in Terms of Student Achievement

General Rubric

History Rubric

Language Arts Rubric

Conclusion

References

Index

Foreword

In the spirit of continuous learning, Dr. Robin Fogarty has added new insight into this third edition of *How to Integrate the Curricula*. Her initial contribution to the field of education was to give teachers clear and practical images and exercises that provoked new perspectives on curriculum making. In this edition, she builds and adds useful suggestions that deepen the work. She has added refined practices, engaging strategies, and targeted research references to support her models for curriculum design.

Ultimately, this is a practical book supported by strong theoretical underpinnings. It is a useful tool for inservice workshops and personal instructional growth that teachers and staff developers will find extremely helpful. Dr. Fogarty has a knack for cutting directly to key points in an engaging style. Certainly the goal of any professional improvement plan is to eventually help learners. *How to Integrate the Curricula* can help educators assist all learners in the classroom to be thoughtful, creative, and mindful.

*Dr. Heidi Hayes Jacobs
President, Curriculum Designers
Rye, New York*

Acknowledgments

This book took a year—plus a lifetime—to write! The thoughts shared here represent an accumulation of ideas over time and present the core of the integrated learner model. Learners must constantly and continually make connections. As they proceed on their journeys, they single-mindedly dig into an idea and at the same time network with others for breadth across related fields. As a result, concepts come into focus and emerge as beliefs that propel learners even further along on their chosen path and into never-ending circles of expert associates. In my work with curriculum and cognitive instruction, two camps of expert associates have influenced my thinking about how to integrate the curricula: expert theorists and expert practitioners.

In the theorists' camp, I'd like to acknowledge Heidi Hayes Jacobs for providing the initial impetus for this work. Her "Design Options for an Integrated Curriculum" (in *Interdisciplinary Curriculum: Design and Implementation*; Jacobs, 1989) acted as a catalyst for the ideas presented in this book.

In addition, I am especially grateful to David Perkins for an illuminating discussion on finding fertile themes with which to integrate curricula. With his rich criteria, this thematic model takes on new integrity. In the absence of applied criteria, topical themes are often superficial, with content artificially included or excluded accordingly. David's "lenses" provide the needed rigor. In addition, thanks go to David for the idea of the characters placed in a school setting. This sparked the inclusion of the dialogues that appear throughout the book to illuminate the teachers' process as they move toward a more coherent curriculum.

Finally, also in the theorists' camp, I'd like to thank Art Costa for his initial review of the integrated models and his timely suggestion for one that illustrates how a teacher targets several ideas in a single lesson or nests several ideas together—thus, the nested Model 3.

Now, in the practitioners' camp, there are five distinct expert flanks. Influencing the first two editions of this book were teachers from Carpentersville, Illinois; the Waterford School District, in Michigan; the Richmond School District, in British Columbia, Canada; and Virginia Beach Schools, in Virginia. The final group, which influenced this latest edition, were Singaporean teachers from Teach Less, Learn More (TLLM) Ignite Schools.

Elementary and middle school teachers from Carpentersville, Illinois, worked on models to help integrate the curricula for lessons and learners. Some of their lesson designs appear as examples in this book. I thank the following teachers for their early efforts in exploring this idea of an integrated curriculum: Carol Bonebrake, Jane Atherton, Suzanne Raymond, Barbara Bengston, Al Eck, Kathleen Vehring, Roseanne Day, Nancy Blackman, Clifford Berutti, Linda Morning, Diane Gray, and Terri Pellant.

Thanks to Julie Casteel and her teachers in Michigan, especially Al Monetta, Chris Brakke, Lori Broughton, and Sue Barber, who provided the topics to fill in the first model in [Figure 1.1](#). A pioneer practitioner leading the thinking skills movement into action research teams, Julie Casteel was on the cutting edge with the integrated learning idea. Thanks to both Julie and her risk-taking staff for letting me test the models with real teachers.

Thanks also to friends and colleagues in Canada, first to Carol-Lyn Sakata, who brought us there, then to Bruce Beairsto, David Shore, and Darlene Macklam, for introducing us to the teachers of Richmond. Their heroic efforts to implement a visionary provincial document, *Year 2000: A Framework for Learning*, inspired our work. I am especially indebted to one teacher, Heather MacLaren. She asked her seventh graders to prepare to talk at their parent conferences about what they had done that year and how all the things they had learned overlapped and were connected. The students' intricate Venn diagrams provided graphic representations of integrating the curricula as perceived through the eyes of learners. These drawings sparked our thinking about creative, integrative models.

With 80 teachers in a summer workshop in Richmond called "Teaching for Transfer," including John Barell, David Perkins, and our superhero, Captain Meta Cognition, we had a first stab at trying to help teachers sift out curricular priorities. This, too, served as an initial springboard for our ideas about how to integrate the curricula. Also, special thanks to Monica Pamer,

Gina Rae, and Jacquie Anderson for their conversations and encouragement.

The fourth set of practitioners are those from the Virginia Beach Schools. Their work with student learning standards in designing performance tasks illuminates the process of designing integrated curricula with the “standards in mind.” For their robust performance tasks, I am most grateful.

And for the fifth set of pioneering educators, I must salute the Singapore Ministry of Education leadership, especially Karen Lam and Puay Lim; the Academy of Principals and the efforts of Ezra Ng; and the TLLM Ignite school teams for their dedicated efforts in creating more engaged learning models with the integrated curriculum approach. Working with the 10 models, these teachers are dedicated to the development of an integrated curriculum that demonstrates richness, rigor, and integrity. We value their work immensely as it enhances ours.

I would be remiss if I neglected to mention the network of colleagues who have helped shape this book. Thanks to Jim Bellanca for his mentoring ways; Hudson Perigo for shepherding the process with skill and charm; and last but not least, our office administrator, Megan Moore, for her invaluable assistance in organizing and reorganizing, formatting and reformatting, editing and re-editing, and submitting and resubmitting. She has been a godsend in this endeavor.

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- middle school, 50, 53 (figure)
- notes/reflections, 55
- Readers' Theater activity, 51
- Science, 51
- Social Studies, 52 (figure)
- Spanish, 53 (figure)

Shared Model:

- advantages, 58
- application, 59
- Art, 61 (figure)
- assessment criteria, 13 (figure)
- assessment template, 14 (figure)
- Civics, 62 (figure)
- curriculum integration, 1–2, 11 (figure), 57, 63
- defined, 2
- description, 12 (figure), 57
- disadvantages, 59
- elementary school, 57–58, 60 (figure)
- essential reasoning, 63
- examples, 12 (figure), 57–58, 59, 60 (figure), 61 (figure), 62 (figure)
- high school, 57–58, 62 (figure)
- History, 59
- Human Growth/Development, 62 (figure)
- Language Arts, 59, 60 (figure)
- lesson template, 64 (figure)
- Mathematics, 59
- metaphorical name, 12 (figure), 57
- middle school, 57–58, 61 (figure)
- Music, 61 (figure)
- notes/reflections, 63
- Readers' Theater activity, 59
- Science, 59, 60 (figure)

Simultaneous processing, 3 (figure), 4

Social skills:

- Nested Model, 40 (figure)
- Threaded Model, 81 (figure)

Social Studies:

- curriculum integration assessment, 121–124
- elementary school, 43 (figure), 52 (figure), 71–72 (figure), 96 (figure), 105 (figure), 113 (figure)
- high school, 75–76 (figure), 89 (figure), 99 (figure), 115 (figure)
- Immersed Model, 105 (figure), 106 (figure)
- Integrated Model, 96 (figure), 98 (figure), 99 (figure)
- middle school, 73–74 (figure), 85 (figure), 98 (figure), 106 (figure), 114 (figure)
- Nested Model, 43 (figure)
- Networked Model, 113 (figure), 114 (figure), 115 (figure)
- Sequenced Model, 52 (figure)
- standards-based curriculum, 8 (figure)
- Threaded Model, 85 (figure), 89 (figure)
- three-dimensional model, 11 (figure)
- Webbed Model, 71–72 (figure), 73–74 (figure), 75–76 (figure)
- Spanish, 53 (figure)
- Spatial memory, 3 (figure), 4, 5
- Standards-based curriculum, 6–7, 10
 - Nested Model, 40 (figure)
- Standards of learning, 6–7
 - disciplinary examples, 8 (figure)
 - Threaded Model, 82 (figure)
- Temporal lobe, 5
- Thinking skills:
 - Nested Model, 40 (figure)
 - Threaded Model, 80 (figure)
- Threaded Model:
 - advantages, 82
 - application, 83
 - assessment criteria, 13 (figure)
 - assessment template, 14 (figure)
 - creative thinking skills, 80 (figure)
 - critical thinking skills, 80 (figure)
 - curriculum integration, 2, 11 (figure), 79, 90
 - defined, 2
 - description, 12 (figure), 79

disadvantages, 82
elementary school, 84 (figure), 87 (figure)
English, 86 (figure), 88 (figure)
essential reasoning, 90
examples, 12 (figure), 79, 80, 81 (figures), 82, 83, 84 (figure), 85 (figure),
86 (figure), 87 (figure), 88 (figure), 89 (figure)
Foreign Language, 86 (figure)
graphic organizers, 80 (figure)
Health, 84 (figure)
high school, 86 (figure), 89 (figure)
History, 83, 86 (figure)
Language Arts, 83, 84 (figure), 85 (figure), 89 (figure)
lesson template, 91 (figure)
Mathematics, 83, 84 (figure), 85 (figure), 87 (figure), 88 (figure), 89
(figure)
Media, 86 (figure)
metaphorical name, 12 (figure), 79
middle school, 85 (figure), 88 (figure)
multiple intelligences, 81 (figure)
notes/reflections, 90
Physical Education, 87 (figure), 88 (figure)
Readers' Theater activity, 83
Research, 87 (figure)
Science, 83, 84 (figure), 85 (figure), 87 (figure), 88 (figure), 89 (figure)
social skills, 81 (figure)
Social Studies, 85 (figure), 89 (figure)
standards of learning, 82 (figure)
thinking skills, 80 (figure)
Threatening environment, 3 (figure), 4
Three-dimensional model, 9–10, 11 (figure)

Unique brain, 3 (figure), 5

Verbal-linguistic intelligence, 5, 68 (figures), 69 (figure), 70, 81 (figure)
Visual-spatial intelligence, 5, 68 (figures), 69 (figure), 70, 81 (figure)

Webbed Model:

- advantages, 67
- application, 67, 70
- Art, 71–72 (figure), 73–74 (figure)
- assessment criteria, 13 (figure)
- assessment template, 14 (figure)
- Computer Science, 75–76 (figure)
- concept examples, 66 (figure)
- curriculum integration, 2, 11 (figure), 65, 77
- defined, 2
- description, 12 (figure), 65
- disadvantages, 67
- elementary school, 71–72 (figure)
- English, 73–74 (figure)
- essential reasoning, 77
- examples, 12 (figure), 65, 66, 70, 71–72 (figure), 73–74 (figure), 75–76 (figure)
- Food and Nutrition, 75–76 (figure)
- high school, 75–76 (figure)
- History, 70
- Language Arts, 70, 71–72 (figure), 75–76 (figure)
- lesson template, 78 (figure)
- Mathematics, 70, 71–72 (figure), 73–74 (figure), 75–76 (figure)
- metaphorical name, 12 (figure), 65
- middle school, 73–74 (figure)
- multiple intelligences, 67, 68 (figures), 69 (figure), 70
- notes/reflections, 77
- Physical Education, 73–74 (figure)
- problem examples, 66 (figure)
- Readers’ Theater activity, 70
- Science, 70, 71–72 (figure), 73–74 (figure), 75–76 (figure)
- Social Studies, 71–72 (figure), 73–74 (figure), 75–76 (figure)
- theme requirements, 66 (figure)
- topic examples, 66 (figure)



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