

Summer 2000

A Model, Integrated Language Arts and U.S. History Curriculum Developed in Alignment with the Washington State Essential Academic Learning Requirements

Mark A. Helm

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the [Curriculum and Instruction Commons](#), and the [Secondary Education Commons](#)

A MODEL, INTEGRATED LANGUAGE ARTS AND U.S. HISTORY
CURRICULUM DEVELOPED IN ALIGNMENT WITH
THE WASHINGTON STATE
ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

by
Mark A. Helm
May, 2000

The purpose of this project was to develop a model, integrated Language Arts and U.S. History curriculum at Foothills Middle School, Wenatchee, Washington, in alignment with the Washington State Essential Academic Learning Requirements (EALR's). To accomplish this purpose, current research and literature was reviewed. Additionally, related information from selected sources was obtained and analyzed.

ACKNOWLEDGEMENTS

This project was made possible by the support and encouragement of my entire family. Without their sacrifice and understanding, this Master's degree program would not have been possible.

I would like to thank Dr. Jack McPherson for his instruction, support, assistance and mentoring during the preparation of this paper as well as the completion of course work. I would also like to thank Dr. Susan Madley for her instruction and coaching during my internship. Additionally, I wish to thank Dr. Steve Schmitz and Dr. Frank Carlson for their instruction and for their participation as members of my committee.

TABLE OF CONTENTS

	PAGE
CHAPTER ONE: BACKGROUND OF THE PROJECT	1
Introduction	1
Purpose of the Project	2
Limitations of the Project	3
Definition of Terms	3
CHAPTER TWO: REVIEW OF LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES	7
Introduction	7
A Case for an Integrated Curriculum	7
Arguments for Standards - Based Education	9
Arguments against Standards - Based Education	10
Summary of Information Obtained From Selected Sources ..	14
Summary	15
CHAPTER THREE: PROCEDURES	17
Need for the Project	17
Development of Support for the Project	18
Procedures of the Project	19
Planned Implementation and Assessment of the Project	20
CHAPTER FOUR: THE PROJECT	21
Introduction	P1
Unit One: The Nation Grows Economically	P4
Unit Two: The Nation Grows Geographically	P13
Unit Three: The Nation Grows Politically	P24
Unit Four: The Nation Grows Socially	P32
Unit Five: The Civil War	P40

CHAPTER FIVE	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	23
	Summary	23
	Conclusions	23
	Recommendations	24
References	25
<hr/>		
Appendices	27
	Appendix A	
	Sample Integrated Unit	
	Orchard Middle School	27
	Appendix B	
	Sample Integrated Unit	
	Plano Elementary School	39
	Appendix C	
	Sample Integrated Unit	
	Metropolitan Nashville Schools	46
	Appendix D	
	Sample Integrated Unit	
	Morgan Middle School	56

CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

The vision held by proponents of standards-based reform is that if rigorous standards, and assessments specifically aligned with those standards, are used, the quality of all aspects of our educational system will improve (Rothman, 1996).

The above statement by Rothman seems to reflect the motivation and desire of the Washington State Legislature when they adopted the Education Reform Act in 1993. This act was the result of a process of change that Washington State had been engaged in since the early 1980's when the national report on public education entitled, "A Nation at Risk" was first published. Towards the end of the 80's, thought on how to bring about true fundamental change in teaching and learning system-wide were being discussed. Acceptance of the idea that higher levels of academic achievement would occur if a change was made from how much time students spent in the classroom to a focus on what students know and could demonstrate, was growing. The Education Reform Act's purpose then, was to establish common learning goals for all Washington students in order to raise standards and student achievement (Plato, 1995).

Lawmakers then created the Commission on Student Learning which then, in March of 1995, approved the Washington State Essential Academic Learning Requirements (EALR's) for reading, writing, communication, and mathematics. This was followed by approval of new science, social studies, arts, and health/fitness standards in April of 1996. Since that time, the Commission

on Student Learning has developed or is developing assessment benchmarks for each of the above subject areas. Now, district office personnel, school boards, and teachers are trying to decipher the EALR's and align their curriculum to meet these benchmarks.

However, alignment of curriculum is not enough. Integrating the four student learning goals with existing curriculum and modifying the way this curriculum is taught is the real challenge (Institute, 1996). The EALR's and benchmarks are requiring that students develop the ability to be independent thinkers who can solve real-life problems and keep up with the latest developments (Essential, 1997). Students must also be able to make connections between their studies and the world around them. They must memorize facts but also understand the meaning of those facts. The ability to see relationships between facts and ideas, and to use facts as tools for understanding concepts and principles is a key component of the EALR's. These new standards are intended to prepare students to live, learn, and work successfully in the 21st Century (Essential, 1997).

Purpose of the Project

The purpose of this project was to develop a model, integrated Language Arts and U.S. History curriculum at Foothills Middle School, Wenatchee, Washington, in alignment with the Washington State Essential Academic Learning Requirements (EALR's). To accomplish this purpose, current research and literature was reviewed. Additionally, related information from selected sources was obtained and analyzed.

Limitations of the Project

For the purposes of this project, it was necessary to establish the following limitations:

1. Scope: The integrated Language Arts and U.S. History curriculum in this project was developed for use by the 8th grade teachers at Foothills Middle School, Wenatchee, Washington.
2. Current Research: The literature reviewed in Chapter 2 was limited primarily to research current within the last eight (8) years. Additionally, selected schools were contacted and invited to submit information regarding their alignment and possible integration unique to their individual programs.
3. Target Population: The integrated, aligned curriculum was developed for use at the eighth grade level. The writer, Mark Helm, was assisted in the planning and implementation of this project by the members of the eighth grade Core team at Foothills Middle School and the assistant principal.
4. Time: This project was developed during the 1999-2000 school year, to be fully implemented during the 2000-2001 school year.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

Assessment System: New state-level tests used to determine how well students are achieving the higher academic standards. (Essential, 1997, p. 6)

Benchmarks: Developmental indicators which may be used to measure student progress. (Essential, 1997, p. 9)

Commission on Student Learning: An 11-member state body established by the Legislature, responsible for developing the Essential Academic Learning Requirements. The Commission was also responsible for developing the student assessment tools. (Essential, 1997, p. 4)

Content Standards: Describe what teachers are supposed to teach and students are supposed to learn (Noddings, 1997, p. 184).

Core: A term used at Foothills Middle School, for an eighth-grade, 2-period language arts and U.S. history instructional block.

Education Reform Act - House Bill 1209: The comprehensive school reform legislation enacted by the Washington State Legislature in 1993 establishing common learning goals for all Washington students with the intent to raise academic standards and student achievement (Washington, 1996, p. 1).

Essential Academic Learning Requirements: Clear learning targets for students and teachers which detail the specific academic skills and knowledge students will be required to master and demonstrate in the classroom (Essential, 1997, p. 3).

Goals 2000: A 1994 law passed by Congress outlining eight general education goals aimed developing a partnership between local, state, and federal government in order to raise academic standards and improving student performance (Plato, 1995, p. 7).

Integrated Curriculum: 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. It views learning and teaching in a holistic way and reflects the real world, which is interactive (Lake, 1999, p. 1).

Interdisciplinary Curriculum: Education that combines disciplines to improve a student's understanding of how the disciplines relate to one another as well as the world around them (Mathison & Freeman, 1997).

Issue: Controversial topics that raise the critical awareness of students and improve their ability to make judgments in spite of controversy, and increase their understanding and tolerance of contrary opinions (Mathison & Freeman, 1997).

Language Arts: Term referring to training or instruction in listening, reading, writing, speaking, and literature (Jensen, 1993, p. 731).

Performance Standards: Standards that define degrees of mastery or levels of attainment by students (Noddings, 1997, p. 185).

Schema: A connected pattern of generic concepts or themes with "packets of knowledge" called schemata stored within it. Schema theory is a theory of how these packets are represented and how that representation leads to the use of knowledge in particular ways. (Darling, 1999, p. 15).

Standards-Based Education: A system that helps educators and their communities to identify explicitly what students must know and be able to do (Buttram & Waters, 1997, p. 3).

Student Learning Goals: Broad learning goals for Washington schools, adopted as part of the Education Reform Act, RCW 28A.150.210. They are:

- I. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
- II. Know and apply the core concepts and principals of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
- III. Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
- IV. Understand the importance of work, and how performance, effort, and decisions directly affect future career and educational opportunities (Plato, 1995, p. 5).

Theme: A global, abstract, discipline-transcending concept or problem (Mathison & Freeman, 1997).

Washington State Assessment of Student Learning (WASL): A state-wide assessment tool given at the 4th, 7th and 10th grades.

CHAPTER TWO

A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. A Case for an Integrated Curriculum
2. Arguments for Standards - Based Education
3. Arguments against Standards - Based Education
4. Summary of Information Obtained From Selected Sources
5. Summary

Information and materials current primarily within the last (8) years, was identified through an Educational Resources Information Center (ERIC) computer search. Various other online resources were used to conduct research.

A Case for an Integrated Curriculum

The idea of an integrated curriculum, one which combines two or more disciplines, first appeared in the 1920s under the title of "core." This concept of education has been reworked right up to the present day. Today, the main goal of this integrated/interdisciplinary approach is to help students synthesize discrete information and to connect such knowledge to the needs of everyday living (Mathison & Freeman, 1997).

Eggebrecht et al. (1996) agreed with this goal. These authorities integrated their science curriculum to address the problem of students

transferring knowledge about the subject matter to the world beyond the classroom. This focus was being advocated not only by educators but also by business. Integration of the curriculum was one way to address the current world trends towards global interdependence and interconnectedness. Students will need to be able to draw information and knowledge from many disciplines and solve complex and interrelated problems. If connectedness and integration are taught, that is what students will learn. "The ability to make connections, to solve problems by looking at multiple perspectives, and to incorporate information from different fields, will be an essential ingredient for success in the future" (Lake, 1999, p. 3).

Integration has also been viewed as a way for educators to address the problems of an increasing body of knowledge, large classes, and state as well as national mandates, such as the standards movement, while still meeting the educational needs of the students. There is also a body of brain research that maintains that learning is best accomplished when information is presented in meaningful, connected patterns (Lake, p. 3).

An integrated curriculum, then, has typically addressed learning from the perspective of the child's growth. For learning to occur, the whole child must be taken into account including physical, emotional, social, and cognitive needs. The gaining of knowledge can not be separated from the personal meaning given to it by the individual (Mathison & Freeman, 1997). By working on "real" problems, as much of the "whole-child" is being engaged as possible and thus meaningful, connected learning takes place.

According to Mathison & Freeman for students, an integrated / interdisciplinary approach to education has produced the following positive outcomes: an increase in understanding, retention, and application of concepts; a better overall comprehension of global interdependencies, development of

multiple perspectives, points of view and values; an increase in the ability to make decisions, think critically and creatively, and synthesize knowledge beyond disciplines; the increased ability to identify, assess and transfer significant information for solving problems; the promotion of cooperative learning, a better attitude towards self as a learner and as a meaningful member of a community; and, increased motivation.

Arguments for Standards - Based Education

An argument in support of the standards-based movement was presented in a 1996 publication by Waltman. According to this source, "the vision held by proponents of standards-based reform is that if rigorous standards, and assessments specifically aligned with those standards, are used, the quality of all aspects of our educational system will improve (i.e., systemic reform) (p. 375). An article by Jennings (1995) supported Waltman's argument. Jennings asserted that, in America, there is very little linking of test material to the curriculum. Other countries tell their teachers what kind of questions will appear on the test so they can gear their teaching accordingly. This clarity of purpose is a "far cry from the confusion that reigns in most American schools today where tests are generated by one vendor, textbooks by another, and teachers trained by people who don't know much about specific curriculums" (p. 767).

Jennings further advocated that standards-based reform with high standard expectations will provide the clarity of instruction needed to improve learning and test scores. America already has standards, according to Jennings, "de facto national minimum expectations." National standards, based on high expectations, must be implemented since local control has failed to bring about the needed improvements. Jennings then described the role of the federal

government in the process of standards development. The federal government should provide the funding for standards reform, while the state chooses how they are going to use and implement the standards (p. 768).

Jennings claimed the standards movement was not only important for education but also for the nation. This authority quoted Louis Gerstner, Jr., CEO of IBM in a May 1994 article in the New York Times. Gerstner says. "The country will be out of business if public education does not reinvent itself - and fast (p. 766). Marzano and Kendall (1996) seemed to agree. These authorities argued from an historical overview perspective, claiming that the publication of "A Nation At Risk" and the linking of our nation's economic and financial security with our educational system as the key ingredients initiating the standards movement.

According to Marzano and Kendall the standards movement has provided a powerful option for school reform. These authorities gave four reasons for the rise in the standards movement. They were: 1) Lack of a common curriculum. Schools are offering more and more with less and less uniformity. Research is given to support this stance. 2) Variations in grading practices. Different districts stress different elements in their grades. Even teacher to teacher differences were cited with specific research. 3) Lack of attention to educational outputs. Education must be seen as a process where students meet specific standards rather than attend specific classes. 4) Other countries do it. Countries that have reputations of academic excellence use the standards model. We should too (p. 7-11).

Arguments against Standards - Based Education

Those critical of the standards-based reform movement cited a number of concerns. One area of concern for Buttram and Waters (1997) was "the potential

for over-mechanization and routinization of education" (p. 2). Other articles addressed the same concern. In an interview with Alfie Kohn, O'Neil and Tell (1999) shared Kohn's commitment to "buck" the "Tougher Standards" movement. Kohn cited the uniformity of standards without taking into account individual differences such as kids learning at variable rates. From a developmental perspective, having specificity at the primary grades is "outrageous." Kohn did not object to having students do meaningful school work. He did however, object to "raising the bar" of expectations for students while the "pedagogy" remains the same, just longer and harder and more tests to evaluate the student. Kohn did not see the current standards movement improving schools but rather forcing a lot of kids to drop out.

Kohn further contended that "rigor" and "challenge" too often meant recitation of facts. "This doesn't help students to become critical, creative thinkers or lifelong learners. In fact, the more we cave in to demands for Tougher Standards, the less schools are able to reach those more ambitious goals" (p. 18). Meaningful, open-ended performance based assessments do provide for the pursuit of such goals. But Kohn sees kids staying longer at school, having more homework piled on, and a lack of fun in learning. The result, he says, "isn't a deeper understanding of ideas or a commitment to continue pursuing learning. Quite the opposite" (p. 19).

Over-mechanization was also a concern for Anne C. Lewis (1995). Lewis referenced TheodoreSizer, director of the Annenberg Institute for School Reform, this authority disagreed with the standards movement "because of the likelihood that it will, once again, lead to test-driven instruction. Government-sponsored standards ignore the realities of resource-poor schools and teachers who lack support for changing their instruction" (p. 749).

Noddings (1997) was also critical of the standards reform movement. Nodding raised many of the same arguments as the previous authors with a few additions. This authority wondered if the development of content standards meant that students must learn everything that teachers teach? Or could teachers provide a curriculum "rich in opportunities" where teachers provide more than is expected of students to learn? Will standards become the end in themselves?

Nodding further indicated, why not put our time and energy into more promising tasks? "We've always known that kids are supposed to be able to add fractions with denominations up to 12 in fifth grade. That's not the question. The question is, how do we get them to do it? Now there's a substantial task" (p. 188).

Nodding concluded that standards need to be relevant to students. Standards should be set to prepare students to, paraphrasing John Dewey, "make well-informed choices at every stage of development if they are to become competent citizens in a democratic society." Furthermore, this authority contended that we must protect against adult experts in a particular field who claim that everyone must master the skills that they possess even though most of those skills are unnecessary for "competent life in a democracy" (p. 189).

Clinchy (1995) added to the argument of overmechanization by saying, "to a developmental psychologist, what is striking about the Goals 2000 initiative is its virtual omission of the student...students are almost always treated as objects, rarely as subjects" (p. 383). Goals 2000 and the standards movement which comes from these goals focused on the "stuff" that was to be done to or implanted into students. Clinchy concluded her article by summarizing that the problem was not with standards as such, but with standards imposed totally from without. These standards turn students into objects and disrupt the

connections needed for learning to take place (p. 392).

Another argument against Standards-Based Education as described by Buttram and Waters focused on “the gigantic volume of standards developed by professional organizations” (p. 2). According to these authorities, the sheer number of standards make it almost impossible for students to master the content. Similarly, Schmoker and Marzano (1999) emphasized, the standards movement will not survive unless the length and number of state and professional standards documents are limited (p. 17). The standards movement should focus on quality not quantity. Schmoker and Marzano stated, “Less is more”.

An example of the excessive number of standards can be seen in an analysis of the Third International Mathematics and Science Study (TIMSS). Although U.S. mathematics textbooks attempt to address 175 percent more topics than do German textbooks and 350 percent more topics than do Japanese textbooks, both German and Japanese students significantly outperformed U.S. students in mathematics (p. 18). Schmoker and Marzano added that it is time to address the real problem, standards have provided little coherence in classrooms, rather chaos. There is simply too much to teach, and too many options for what can be taught (p. 18).

Minnesota educators have focused significant attention on standards-based educational reform. Nelson (1998) presented a critique of the state’s progress and process towards standards-based education reform. Nelson began by claiming that the reform ideas being implemented were simply “retreads of tried and untrue conservative concepts that have a history of failure” (p. 679). This authority then gave a history of the concept of performance standards beginning with Franklin Bobbitt in 1918 linking curriculum development with objectives for student performance. Nelson mentioned Benjamin Bloom creating

his famous taxonomy of educational objectives in the 1960s. The purpose of this taxonomy, according to Bloom himself, was a detailed “classification of the student behaviors which represent the intended outcomes of the educational process” (p. 680). This authority then gave other examples including one from the mid-19th century England. The basic premise throughout these examples was that, standards-based reform, in whatever time or name it has taken, has not worked.

Nelson stated that, “the history of results-based, high-accountability, minimal-skills education schemes is replete with failure” (p. 682). One reason Nelson suggested for their failure was a focus on minimum competencies. Too often minimum expectations became the maximum. Teaching practices and curriculum become dull and “instrumental” creating teacher-proof curriculums. Nelson stated, “even the arts are to be used” (p. 682). In other words, standards stipulate curriculum, confine learning, and “deskill” teaching professionals.

Summary of Information Obtained From Selected Sources

Four schools from across the country were contacted and submitted information descriptive of their integrated curriculum projects. Specifically, information detailing the following issues was solicited:

1. Integrated curriculum philosophy and rationale.
2. Details of the projects used in the integrated curriculum.

Schools contacted included:

Orchard Middle School
Wenatchee, Washington
(Appendix A)

Plano Elementary School
Plano, Texas
(Appendix B)

Metropolitan Nashville Schools
Nashville, Tennessee
(Appendix C)

Morgan Middle School
Morgan, Utah
(Appendix D)

An analysis of information obtained from the above schools revealed that five (5) characteristics were generally common to all integrated curriculum units.

They included:

1. Unifying Theme: All units were organized around a universal theme or concept by which the unit was built around and curriculum arranged.
2. Project Emphasis: The use of projects which required the utilization of multiple disciplines of instruction seemed to dominate the bulk of student activities.
3. Use of Schema: Though the different schools did not use the term "Schema," all included some form of linkage of prior knowledge with the new content to be learned.
4. "Real Life" Experiences: Projects were developed with a disposition towards problem-solving activities that engaged the student in more realistic situations that they might face outside of school.
5. Alternative Sources: Sources of information that go beyond the textbook were also demanded by the integrated units.

Summary

The research, literature, and information summarized in Chapter 2 supported the following themes:

1. Critics of the standards movement point to a number of areas that need to be addressed including the need for standards to be limited in scope and number, meaningful, promoting higher level work to be performed by students, addressing individual student

differences, differences in school resources, freedom, as well as changing the pedagogy to meet the needs of students trying to reach these standards.

2. Proponents of the standards movement see the process as the best means to improve the quality of our current educational system by providing a clarity of purpose for teachers, producing a common curriculum within and among districts, and beginning the process of attending to educational achievement rather than attending specific classes that will increase student learning as well as test scores.
3. The current interdisciplinary approach to education has as its goal to connect learning with the real world which is also the best way to implement the current standards movement and engage the whole child in learning thus increasing student understanding and retention, promoting cooperative learning, enhancing student self-image, and increasing motivation.
4. Information obtained from selected schools revealed the following commonalities:
 - a. Characteristics of integrated curricular units include unifying themes, a project emphasis, the use of schema, real-life experiences, and alternative sources of information.
 - b. A wide variety of forms were used in organizing the unit's philosophy, objectives, projects, and assessments.

CHAPTER THREE

PROCEDURES

The purpose of this project was to develop a model, integrated Language Arts and U.S. History curriculum at Foothills Middle School, Wenatchee, Washington, in alignment with the Washington State Essential Academic Learning Requirements (EALR's). To accomplish this purpose, current research and literature was reviewed. Additionally, related information from selected sources was obtained and analyzed.

Chapter 3 contains background information detailing:

1. Need for the Project
2. Development of Support for the Project
3. Procedures of the Project
4. Planned Implementation and Assessment of the Project

Need for the Project

The need for this project was influenced by the following considerations:

1. The writer (Mark Helm) a certified K-12 educator at Foothills Middle School, Wenatchee, Washington, was seeking to develop an integrated Language Arts/U.S. History model as this was the premise behind Foothills Middle School's "Core" classes. This philosophy has been in place for several years.
2. The review of related literature, conducted for the purposes of this project, confirmed the need to develop an integrated Language Arts/U.S. History curriculum.

3. After contacting selected schools throughout the country regarding the creation of integrated units, the writer determined there existed a need for:
 - a. Integrated curriculum units.
 - b. Linkage of prior knowledge with new content.
 - c. The development of unifying themes and project based activities.
4. The Washington State legislature's adoption of the Essential Academic Learning Requirements and the resulting state mandate to assess student knowledge of those EALR's created a need for this project.
5. Undertaking this project coincided with the writer's graduate studies in educational administration at Central Washington University.

Development of Support for the Project

During the 1999-2000 school year, the writer worked with teacher colleagues on the development of a format for an integrated Language Arts and U.S. History curriculum to meet the needs of the students and teachers at Foothills Middle School. The following Wenatchee School District employees individually and collectively encouraged and influenced the writer to undertake this project while contributing their expertise:

Wenatchee School District - Central Office Employees:

Mr. John Gordon - Superintendent
Dr. Jeanine Butler - Executive Director of Learning and Teaching

Foothills Middle School Employees:

Mr. Gary Callison - Principal
 Mr. John Waldren - Assistant Principal
 Mr. Bill Brewer - 8th Grade Core / Math Instructor
 Dr. June Darling - 8th Grade Core Instructor
 Ms. Sherry Schreck - 8th Grade Core Instructor
 Mr. Spencer Taylor - Math Instructor

Procedures of the Project

The writer undertook the following procedures to develop a model, integrated, 8th grade Language Arts/U.S. History curriculum for use at Foothills Middle School.

1. Information and materials current within the last (8) years, were identified through an Educational Resources Information Center (ERIC) computer search. Various other online resources were also used to conduct research.
2. A review of the Washington State Essential Academic Learning Requirements for Communication, Writing, Reading, and Social Studies was also conducted.
3. A study of Foothills Middle School's curriculum alignment and draft was performed.
4. Information and models obtained from selected schools was reviewed and studied. These schools included:

Orchard Middle School
 Wenatchee, Washington
 (Appendix A)

Plano Elementary School
 Plano, Texas
 (Appendix B)

Metropolitan Nashville Schools
 Nashville, Tennessee
 (Appendix C)

Morgan Middle School
 Morgan, Utah
 (Appendix D)

5. A central theme was developed for each unit along with more detailed issues focused around the theme.
6. Next, schema activities were developed for each unit.
7. The creation of activities to introduce the new content for each unit were developed. Close attention was paid to the fulfilling of necessary learning benchmarks. The theme for each unit acted as an umbrella through which the content could be interpreted and activities could be developed.
8. A variety of assessment activities were then developed for each unit.
9. Throughout the process, drafts and “works-in-progress” were shared with colleagues for feedback and guidance.
10. The district adopted textbook resources used in this project include: Write Source 2000, Adventures for Readers, History of the American Nation and, Literature & Language. A more complete listing can be found in the reference section of this project.

Planned Implementation and Assessment of the Project

It was the writer’s intention to present the final draft of the model, integrated Language Arts and U.S. History curriculum to a committee made up of Foothills Middle School 8th grade faculty and administrators for their study, review, evaluation, and feedback during the Spring of 2000.

The model curriculum will then be modified, based on the committee’s input, before being presented to the building Principal and Executive Director of Learning and Teaching for final approval and adoption.

Assessment of the model curriculum will occur after students and staff have worked with and used the curriculum throughout the 2000-2001 school year. Revisions will be made annually based on student, teacher, and administration feedback. Student feedback will be conducted through surveys, discussion, or written feedback, at the prerogative of the classroom teacher.

Teacher and administrator feedback will be conducted during regularly scheduled 8th grade team meetings. This will be a periodic and ongoing process, with changes and improvements being made as needed.

CHAPTER FOUR

THE PROJECT

The model integrated Language Arts/U.S. History curriculum for students and staff at Foothills Middle School, which was the subject of this project, has been presented in Chapter Four, in five (5) instructional units including:

Unit One - The Nation Grows Economically

Unit Two - The Nation Grows Geographically

Unit Three - The Nation Grows Politically

Unit Four - The Nation Grows Socially

Unit Five - The Civil War

Within each unit there are four areas around which the units have been organized. They are:

Cultural Literacy - These are the people, places, and things that a student should know in order to be able to intelligently discuss this unit.

Schema - These are activates which link the theme and issues of the unit to the student's prior knowledge in order to enhance the learning of new content.

Content - The new information to be learned about the unit of study.

Assessment - Three testing options are given for each unit to assess student learning. Teachers are free to develop their own assessments also.

**Five Integrated Language Arts/
Social Studies Units
for 8th Grade Core Students at
Foothills Middle School**

Wenatchee School District
Foothills Middle School

Mark Helm, Instructor
March 2000

TABLE OF CONTENTS

<u>UNIT</u>		<u>PAGE</u>
Unit One	<u>The Nation Grows Economically</u>	P4
	Cultural Literacy	P5
	Schema Activities	P6
	Content Activities	P6
	Assessments	P8
	Sample Activities	P9
Unit Two	<u>The Nation Grows Geographically</u>	P13
	Cultural Literacy	P14
	Schema Activities	P15
	Content Activities	P15
	Assessments	P17
	Sample Activities	P18
Unit Three	<u>The Nation Grows Politically</u>	P24
	Cultural Literacy	P25
	Schema Activities	P26
	Content Activities	P26
	Assessments	P28
	Sample Activities	P29
Unit Four	<u>The Nation Grows Socially</u>	P32
	Cultural Literacy	P33
	Schema Activities	P33
	Content Activities	P34
	Assessments	P35
	Sample Activities	P36

Unit Five	<u>The Civil War</u>	P40
	Cultural Literacy	P41
	Schema Activities	P42
	Content Activities	P42
	Assessments	P44
	Sample Activities	P45

Table of Contents
Unit #1 - The Nation Grows Economically

<u>Contents</u>	<u>Page</u>
Cultural Literacy	P5
Schema Activities	P6
Content Activities	P6
Assessments	P8
Sample Activities	
Schema Activity - "Big Question"	P9
Schema Activity - "Self-Reliance Mind Map"	P10
Content Activity - "Cultural Literacy"	P11

Unit One: The Nation Grows Economically (1789 - 1850)

History Text: Chapters 12 and 14

Theme: Opportunity and Self-Reliance

Issues: Individualism, Freedom of choice, "Sense of pride", Identity, Ideas

Cultural Literacy:

- **Who:** Daniel Boone, Lincoln family, John Fitch, Robert Fulton, Moses Brown, Samuel Slater, Francis Lowell, Eli Whitney, Pierce Butler, Gabriel Prosser, Nat Turner, John Quincy Adams, Henry Clay, Andrew Jackson, Samuel Colt, Robert Stevens, John Griffith, Donald McKay, Samuel Morse, Richard Hoe, Peter Cooper, Isaac Singer, Washington Irving, James Fenimore Cooper, Herman Melville, Henry Wadsworth Longfellow, Nathaniel Hawthorne, Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, George Bancroft, Thomas Cole, Stephen Foster
- **What:** turnpikes, toll, steamboat, Cumberland Gap, Wilderness Road, Erie Canal, Industrial revolution, factory system, interchangeable parts, division of labor, mass production, subsistence farmers, cotton gin, Democratic Party, Tariff of Abominations, revenue tariffs, Missouri Compromise, Monroe Doctrine, sectionalism, Morse Code, lyceum
- **When:** first factory (1790), Bill of Rights ratified (1791), cotton gin (1793), Louisiana Territory is purchased (1803), "The Star-Spangled Banner" is written (1814), Florida is acquired (1819), Missouri Compromise becomes law (1820), Monroe Doctrine is issued (1823), Tom Thumb, a steam train runs (1830), McCormick invents reaper (1835), Samuel Colt invents revolver (1835), Sarah Hale becomes editor of Lady's book and first police force organized in Boston (1837), first American Clipper ship sets sail (1845), Elias Howe invents sewing machine (1846), improved steel plow is invented (1847)
- **Where:** America (the North, South, and West) to the Mississippi River.

Schema

- * **Personalized Objective #1:** That each student would recognize that "self-reliance" played an important role in the development of America and to know what role "self-reliance" plays in character development of a person and a nation.

1. Preview (a pretest)

2. Prep (a mind-map) that develops the idea of "self-reliance."

3. Big Question: Samuel Slater memorized the blueprints of machinery made in Britain in order to copy it and set up the first factory in America. Is it OK to take someone else's idea(s) and/or inventions (without their approval) and use them to better yours or others' lives? Can you think of any circumstances today when it would be right for a citizen to acquire something in a similar way from a neighbor, community, or nation?

4. Issue : Prejudice - What is prejudice? Give examples of where you have seen it, how you feel about it, and what you think should be done about it?

Content

History & Language Arts Objectives:
Students should (be able to)...

- Explain the technological improvements in transportation and communication that took place in America
**Essential Learnings: History 3.3.1*
- Identify the inventors (and their inventions) and writers (and their ideas) who influenced America in the 1800's.
**Essential Learnings: History 1.1.1, 1.3, 3.2*
- Associate the names of individuals with their particular cultural contributions.
**Essential Learnings: History 3.1, 1.3*
- Know that immigrants' hopes and work ethic helped build America.
**Essential Learnings: History 1.3*

Activities to choose from:

- √ Complete the "Cultural Literacy" for Chapters 12 and 14.
- √ Research an inventor/writer focusing on their contributions to American life. Use Hyper-Studio to present your research.
- √ Create your own invention or build on an inventor's/reformer's ideas with a creation or invention for today.
- √ Make charts of the technological improvements, inventors, their inventions, writers, and their ideas during this time period.
- √ Compare and contrast the advantages and disadvantages of the factory system. Evaluate whether the advantages outweigh the disadvantages or vice versa.
- √ Read, "The Man Who Could Make Anything" and complete the vocabulary and comprehension work. Then answer the four questions from "Questions to Talk and Write About."

History & Language Arts Objectives:
Students should (be able to)...

- Explain why "prejudice" emerged in America and what was done to promote and challenge it.

**Essential Learnings: History 2.1*

- Explain why America was so prosperous from 1820 - 1850.

**Essential Learnings: History 2.2.1, 2.3.2, Economics 1.1.2*

- Comprehend, build vocabulary, and think critically about what is read.

**Essential Learnings: Reading 1, 2*

- Analyze, synthesize, and evaluate the contributions others have made to the building of America though they faced hardship, prejudice, and other challenges.

**Essential Learnings: History 2.2.2, 2.3.1*

- Read from a variety of genre and read for the literary experience.

**Essential Learnings: Reading 1, 3*

- Write a friendly letter following the guidelines found in Write Source 2000.

**Essential Learnings: Writing 1, 2, 3*

- Write clearly and effectively (incorporating all six traits of writing) to explain a problem in American history and to make connections from history to today.

**Essential Learnings: Writing 1, 2, 3*

Activities to choose from:

√ During the "Era of Good Feelings," people were united in their feelings of pride in the nation. Later they were divided by sectional interests. What forces are working today to pull our nation apart? What are the issues that keep people apart? What forces are working to keep our nation together? What issues keep people together?

√ Read, "The Ice King" and complete the vocabulary and comprehension work. Then answer questions 1 and 4 from "Questions to Talk and Write About." Finally, answer questions 2, 3, and 4 from "Things to Do."

√ Read American Folk Tales from the section in Adventures for Readers or Literature and Language. Introduce students to tall tales, folk tales, and legends and the roles they have played in the development of America.

√ Imagine that you are a boy or girl living in either the North, South, or West during the early 1800's. Write a letter to a friend telling about the biggest changes that have taken place in your life and in the life of your family.

Assessment: Chose from these

1) **Mind Map:** Draw a mind map of who, what, when, where, why and how and communicate your understanding of this period of history.

2) **Cultural Literacy Test**

3) **Essay:** Show, in a five paragraph paper, the most important people (and their contributions to America) and the most important ideas that caused America to prosper and develop an advanced culture. Also, explain why you made your choices.

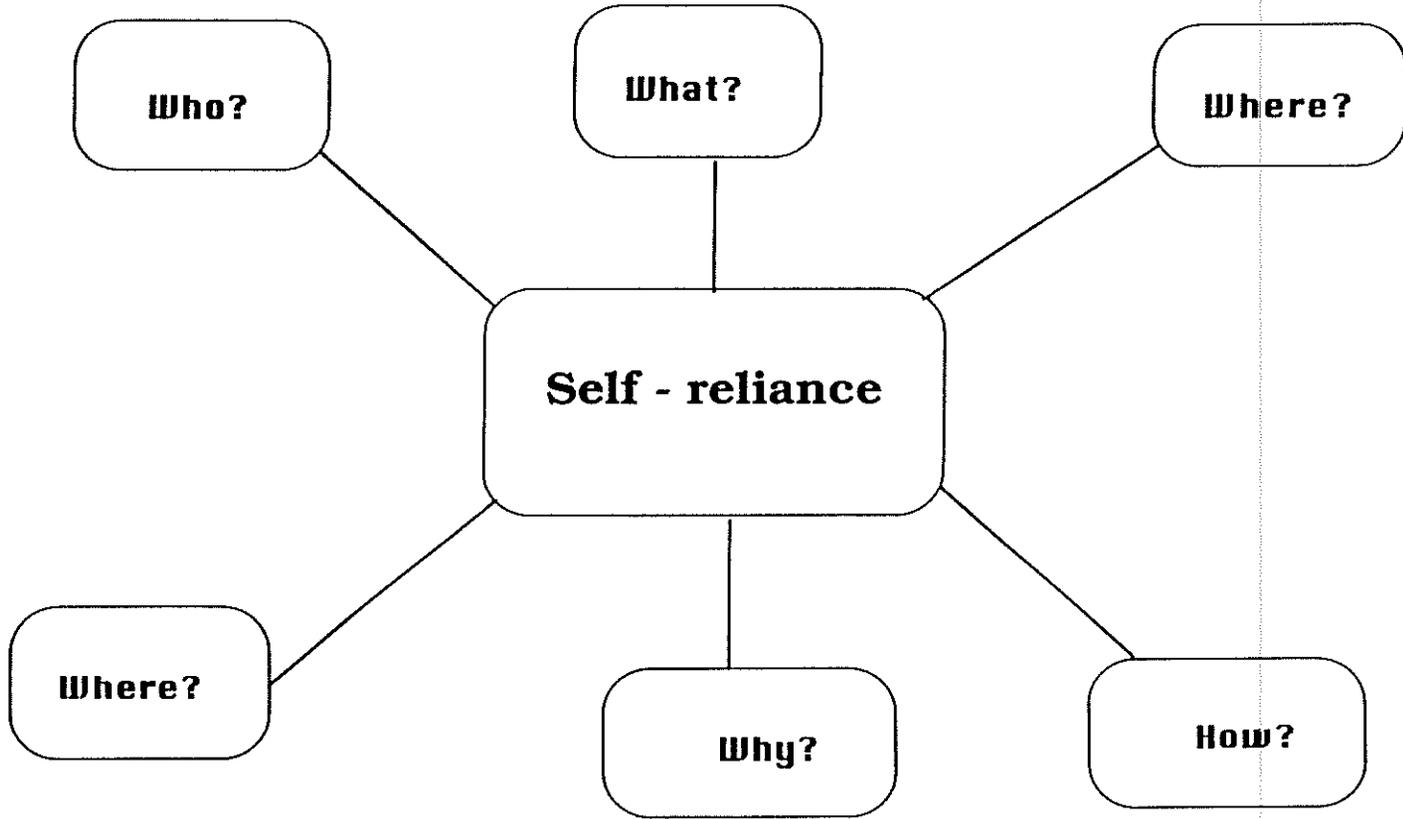
Big Question

Fact

Samuel Slater memorized the blueprints of machinery made in Britain in order to copy it and set up the first factory in America.

1. Is it OK to take someone else's idea(s) and/or invention(s) (without their approval) and use them to better yours or others' lives? Is this cheating and or stealing?

2. Can you think of any circumstances today when it would be right for a citizen to acquire something in a similar way (cheating/stealing) from a neighbor, community, or nation?



Cultural Literacy - History Textbook (Chapters 12, 14)

Chapter 12 (pages 274 - 296)

Different Sections Develop in America (1789 - 1828)

1. Vocabulary Words: On your own sheet of paper, write the definitions for each of these words. They are listed in the order that they appear in the textbook. They are all of the "blue" words.

- a. Wilderness Road b. turnpikes c. toll
- d. Industrial Revolution e. factories f. factory system
- g. mill h. interchangeable parts i. division of labor
- j. mass production k. subsistence farmers l. revenue tariffs

Section 1: (pages 276 - 282) Write, on another sheet of paper, a sentence or two about each of the following:

* Daniel Boone, National Road, Robert Fulton. Seneca Chief, Erie Canal

Section 2: (pages 282 - 287) Write, on another sheet of paper, a sentence or two about each of the following:

* Industrial Revolution, Moses Brown. Samuel Slater
Francis Lowell, Eli Whitney

Section 3: (pages 287 - 290) Write, on another sheet of paper, a sentence or two about each of the following:

* Pierce Butler, Gabriel Prosser, Nat Turner

Section 4: (pages 290 - 293) Write, on another sheet of paper, a sentence or two about each of the following:

* Missouri Compromise, John Quincy Adams
Democratic Party, Tariff of Abominations

Chapter 14 (pages 325 - 347)

Prosperity Leads to a Changing America (1820's - 1850's)

1. Vocabulary Words: On your own sheet of paper, write the definitions for each of these words. They are listed in the order that they appear in the textbook. They are all of the "blue" words.

- a. packet lines b. clipper ship c. spike d. Morse code
e. metropolises f. prejudice g. lyceums

Section 1: (pages 326 - 328) Write, on another sheet of paper, a sentence or two about each of the following:

* Samuel Shaw, Robert Gray, John Griffith, Donald McKay

Section 2: (pages 328 - 333) Write, on another sheet of paper, a sentence or two about each of the following:

* Peter Cooper, Tom Thumb, Robert Stevens,
Samuel Morse, Richard M. Hoe

Section 3: (pages 333 - 336) Write, on another sheet of paper, a sentence or two about each of the following:

* potato blight, Know-Nothings

Section 4: (pages 336 - 340) Write, on another sheet of paper, a sentence or two about each of the following:

* John Deere, Cyrus McCormick, Samuel Colt
Elias Howe, Isaac Singer

Section 5: (pages 341 - 344) Write, on another sheet of paper, a sentence or two about each of the following:

* Washington Irving, James Fenimore Cooper, Herman Melville
Henry Wadsworth Longfellow, Nathaniel Hawthorne,
Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe,
George Bancroft, Thomas Cole, Stephen Foster

Table of Contents
Unit #2 - The Nation Grows Geographically

<u>Contents</u>	<u>Page</u>
Cultural Literacy	P14
Schema Activities	P15
Content Activities	P15
Assessments	P17
Sample Activities	
Schema Activity - "Preview: A Pretest"	P18
Schema Activity - "Big Question"	P21
Content Activity - "Territorial Expansion Map"	P22

Unit Two: The Nation Grows Geographically (1820's-1850's)

History Text: Chapter 16

Theme: Expansion and Growth

Issues: Stamina, risk taking, annexation, discrimination, controversy, compromise, perseverance, courage, criticism

Cultural Literacy

- **Who:** Stephen F. Austin, Santa Anna, Sam Houston, William Travis, Jim Bowie, Davy Crockett, Sam Houston, John C. Calhoun, James Polk, Henry Clay, Mountain Men, Reverend Jason Lee, Zachary Taylor, Winfield Scott, John Sutter, James Marshall, Joseph Smith, Brigham Young,
- **What:** The Alamo, Lone Star Republic, annexation, Continental Divide, “Fifty-four forty or fight”, Treaty of Guadalupe Hidalgo, Bear Flag Republic, Gadsden Purchase, expansionists, Mexican Cession, Manifest Destiny, Gold Rush, “Forty-niners,” vigilantes
- **When:** Andrew Jackson elected President (1828), Indian Removal Act (1830), Texas War begins (1835), Telegraph invented (1837), William Henry Harrison elected President (1840), Dorothea Dix seeks reforms (1841), John Tyler becomes President after Harrison’s death (1841), James Polk is elected President (1844), Texas is admitted to Union (1845), First Clipper Ship is built (1845), Mexican War begins (1846), Oregon boundary dispute is settled (1846), Mormons settle in Utah (1847), Gold is discovered in California (1848), Women’s rights’ convention is held in Seneca Falls (1848), The Gadsden Purchase ends Western expansion (1853)
- **Where:** Texas, Oregon Country, California, West from the Mississippi River to the Pacific Ocean

Schema

* **Personalized objective:** That each student would realize that new ideas, new discoveries, new locations, new obstacles, new opportunities may bring criticism, ridicule, hardships, danger, prejudice, controversy, and discrimination. It, therefore, may take courage, perseverance, inward trust, confidence and fortitude to push through the difficulties to reach peace and acceptance.

1. **Preview** (a pretest)
2. **Prep** (a mind map) that compares and contrasts the ideas about “constructive criticism” and “destructive criticism.”
3. **Big Question #1:** Discrimination
4. **Big Question #2:** Criticism
5. **Issues:** What is your answer to each of these questions?

Content

History & Language Arts Objectives: Students should (be able to)...

Activities to choose from:

- Trace the development of Texas from a Spanish possession in 1815 to statehood in 1845.

**Essential Learnings: History 1.1.1, 1.1.3*

- Explain why Oregon was attractive to pioneers.

**Essential Learnings: History 1.1.3, 2.3.1*

- Describe how America resolved its boundary disputes with Mexico and Great Britain.

**Essential Learnings: History 2.1*

- Identify America's territorial acquisitions between 1845-1853.

**Essential Learnings: History 1.1.1*

- Contrast the reasons for the rush of settlers to California and Utah.

**Essential Learnings: History 2.3.2*

√ Complete the "**Cultural Literacy**" for Chapter 16.

√ Make a map of the major routes to the West (p. 377). Then compare to the map of territorial growth (p. 385). Draw conclusions from the comparison.

√ Use the simulation "Oregon Trail" or create your own activity. The teacher's manual for the history text (p. 85, Section 4, #3 titled, "Relating History and Mathematics" has an activity that could be used).

√ In groups research and report on one of the following topics:

- Texas: Mexican possession to statehood
- Pioneers head for Oregon
- War with Mexico
- The California Gold Rush
- The Mormons move to Utah
- Explain "expansionism" and/or "Manifest Destiny"

History & Language Arts Objectives:
Students should (be able to)...

- Describe the concept of "Manifest Destiny" and its role in the territorial expansion of the United States.
**Essential Learnings: History 2.3.1*
- Explain the impact of the Gold Rush on the growth of the United States.
**Essential Learnings: History 2.3.1*
- Describe how the theme of expansionism dominated and shaped the young United States.
**Essential Learnings: History 3.2*
- Create various maps to show the information detailed above.
**Essential Learnings: Geography 1.1*
- Read from a variety of genres, analyze, interpret, and synthesize the information.
**Essential Learnings: Reading 1, 3*
- Read to summarize the main ideas, think critically, and make predictions.
**Essential Learnings: Reading 1, 2*
- Write clearly and effectively (incorporating all six traits of writing) emphasizing description. Focus on the physical qualities of the United States or, specifically, our own area.
**Essential Learnings: Writing 1, 2, 3*

Activities to choose from:

- √ Copy the ditto: Feature: "A Guidebook to the West," and "The Age of Clipper Ships." Answer questions and relate to the theme of this unit.
- √ Read, the following stories from "America's Story," and choose appropriate activities related to the theme of this unit:
 - "A Journal Story: Wagons Westward"
 - "Guest of the Golden Mountain"
 - "Between Two Worlds"
- √ Read "Von" from Literature and Language, p. 66. Choose activities "Writing Options" and/or "Extend" activities.
- √ Write a descriptive paragraph about a physical feature either locally or in the United States, or describe the personal characteristics needed to be someone who takes risks, has courage, perseveres, etc.

Assessment: Chose from these

1. Cultural Literacy Test

2. Mind Map Test: Draw a mind map of Who?, What?, When?, Where?, Why? and How? and communicate your understanding of this period of history.

3. Essay Test - Choose to answer three of the five questions asked:

- Throughout history, different methods have been used by nations to annex new territory. Chapter 16 discusses the annexation of Texas, Oregon, the Mexican Cession, and the Gadsden Purchase. What methods were used by the United States to annex each?
- How was the settlement of Texas similar to the settlement of Oregon? How was it different?
- How did the American idea of “Manifest Destiny” become a reality?
- What made the “Gold Rush Days,” from the time gold was discovered at Sutter’s mill in 1848, one of the most colorful stories in American history? How did this affect the growth of the U.S.?
- The Mormons moved west to avoid continual harassment and ridicule from others. What were the events that led them to move and what was the result of their move?

Preview: "A Nation Gains Western Territories" Chapter 16 (1820's - 1850's)

Short Answer Questions:

1. Why did trouble develop between Americans living in Texas and the government of Mexico?

2. Why did Texas-Americans decide to fight for the independence of Texas?

3. What nations claimed Oregon Territory?

4. What hardships were faced by the pioneers who journeyed to Oregon?

5. Why did the United States and Mexico go to war in 1845?

6. Why did some Americans oppose "Mr. Polk's War?"

7. What made life in the mining camps difficult and dangerous?

8. Why did the Mormons move west?

Reviewing Key Words: Write Definitions for these words.

1. Expansionists -

2. Manifest Destiny -

3. Annex -

4. Vigilantes -

Multiple Choice: Choose from the following words

- a. Sam Houston b. Stephen Austin c. John C. Fremont d. Lone Star Republic
e. Bear Flag Republic f. Federal Republic of Texas g. San Antonio h. Gonzales
i. San Jacinto j. James K. Polk k. John Tyler l. Henry Clay m. Platte
n. Mississippi o. Snake p. Zachary Taylor q. Winfield Scott
r. Steven W. Kearney s. John Sutter t. Joseph Smith u. Brigham Young
v. Mexican Cession

- ___ 1. The son who took over his father's project to make a settlement in Texas.
___ 2. The name Texans gave to their nation when they declared their independence from Mexico in 1836.
___ 3. The battle at which Santa Anna was captured and then agreed to sign a peace treaty.
___ 4. The candidate elected President in 1844.
___ 5. the American general nicknamed "Old Rough and Ready."
___ 6. The founder of the Mormon religion.
___ 7. Commander-in-chief of the Texan army that defeated Santa Anna
___ 8. Gold was found on his property in 1848.
___ 9. The leader of the California Republic.
___ 10. Mexico gave up California, New Mexico and other territories to the United States.

True (T) or False (F)

- ___ 1. Texas was admitted to the Union immediately after it won independence from Mexico.
___ 2. Spain, Russia, France, Great Britain, and the USA all had claims on Oregon Territory.
___ 3. The Mexican War began with the battle at the Alamo.
___ 4. According to the treaty of Guadalupe Hidalgo, The USA agreed to pay \$15 million for the

Mexican Cession.

____ 5. After the Mexican War many settlers went West looking for religious freedom or for instant wealth.

____ 6. There were no laws in mining camps during the "Gold Rush Days" so robbery and murder were common. As a result, citizens formed groups to keep order and called themselves vigilantes.

____ 7. Brigham Young called his new settlement "Deseret" after the hard working and cooperative honeybee and was appointed the first governor of Utah Territory.

____ 8. Because General Winfield Scott was vain and loved to wear dazzling uniforms covered with gold braid and medals, his soldiers called him "Old Fuss and Feathers."

____ 9. General Stephen Kearney followed the Santa Fe Trail to Santa Fe and took the city from the Mexican governor and then headed to take control of California, but found the Americans living there had already taken control.

____ 10. Great Britain and the United States reached a compromise and agreed to extend the boundary between Canada and the United States along the forty-ninth parallel, the border of Canada and the United States today.

Big Question # 1

Name all of the groups (you can think of) in American history that were discriminated against and treated poorly by others.

Why do you think people having differing life styles, values, ideas and cultures (ways of life) are treated with disrespect and resented by others so much that they are discriminated against and often harmed?

What can you, as citizens of this country do against the unfair treatment in today's society?

What should be done about all the differences there are in America today?

Big Question #2

Fact: Abraham Lincoln criticized the war against Mexico, as did many citizens from New England.

Should citizens be allowed to criticize the policies of the government when it is at war with other nations?

Under what, if any circumstances, should citizens not be allowed to criticize their government?

Territorial Expansion Map

Using your textbook (p. 385) identify the different areas of America's expansion. Include the name of the area as it became organized, the date of its acquisition, how the area was obtained and from which country.

For each section, on another piece of paper, write a short paragraph (4-6 sentences) summarizing why this area was important for America to acquire. Use your book to help you.



P23

TERRITORIAL
EXPANSION
OF THE
UNITED STATES

Table of Contents
Unit #3 - The Nation Grows Politically

<u>Contents</u>	<u>Page</u>
Cultural Literacy	P25
Schema Activities	P26
Content Activities	P26
Assessments	P28
Sample Activities	
Schema Activity - "Big Issues"	P29
Content Activity - "Political Party Assignment"	P30
Assessment Activity - "Essay Quiz"	P31

Unit Three: The Nation Grows Politically (1789-1850)

History Text: Chapters 10, 11, and 13

Theme: Intolerance and Respect

Issues: Self Sacrifice, Point of View, Getting along with others,

Cultural Literacy

- **Who:** Alexander Hamilton, John Jay, Benjamin Banneker, John Marshall, Thomas Jefferson, John C. Calhoun, Robert Y. Hayne, Daniel Webster, Tecumseh, Thomas Pinckney, Stephan Decatur, James Madison, William Henry Harrison, “War Hawks”, Henry Clay, Oliver Hazard Perry, Dolley Madison, Francis Scott Key, Andrew Jackson, John Quincy Adams, “Sharp Knife,” John Ross, Chief Black Hawk, Osceola, Federalists, Republicans, John Adams, Aaron Burr, Nicholas Biddle, speculators, William Henry Harrison, John Tyler, Whigs.
- **What:** cabinet, revenue, jurisdiction, appeal, national debt, precedent, executive privilege, census, Assumption Act, national bank, Whiskey Rebellion, tariff, excise taxes, judicial review, impeach, versus, Sedition Act, States’ rights, Sedition Act, Nullification Act, Jay’s Treaty, War of 1812, Monroe Doctrine, Barbary War, impressed, tribute, neutral, embargo, Chesapeake-Leopard affair, Treaty of Ghent, anthem, Rush-Bagot Treaty, Indian Removal Act, Worcester v. Georgia, Alien Act, deport, spoils system, political parties, caucuses, loose construction, strict construction, nominating conventions, Kitchen Cabinet, suffrage, Specie Circular, bank notes, redeem, specie, chartered, “pet banks,” Independent Treasury System,
- **When:** Funding Bill is passed (1790), Bank of the United States opens (1791), Bill of Rights is added (1791), Senate Ratifies Jay’s Treaty (1795), John Adams is elected President (1796), Department of the Navy is formed (1798), Thomas Jefferson is elected President (1800), James Madison is elected President (1808), Congress declares war on Great Britain (1812), James Madison is reelected (1812), James Monroe is elected President (1816), Monroe Doctrine is issued (1823), Andrew Jackson is elected President (1828), Congress passes Indian Removal Act (1830), Whig Party is formed (1832), Andrew Jackson is reelected (1832), Second Seminole War begins (1835), Martin Van Buren is elected President (1836), Cherokees begin Trail of Tears (1838), William Henry Harrison is elected President (1840).
- **Where:** Eastern United States (East of the Mississippi); Mainly in Washington, D.C.

Schema

* **Personalized Objective:** That each student would understand how important respect is in a land full of so many freedoms and that they could see the results of not respecting others in history as well as today.

- 1) **Preview (a pretest)**
- 2) **Mind map:** That develops the idea of "respect."
- 3) **Issue:** Respect
- 4) **Big Question:** Respect/Conflict

Content

History & Language Arts Objectives: Students should (be able to)...

- Describe how the National government organized itself.
**Essential Learnings: History 1.1.3*
- Explain the concept of "Judicial Review" as set forth in the case of Marbury v. Madison.
**Essential Learnings: Civic 2.1.1*
- Analyze how America is a balance between individual rights and national sovereignty.
**Essential Learnings: Civics 1.2.1*
- Explain what national problems Americans faced once the USA was formed and how they solved them.
**Essential Learnings: History 1.1.3, 2.1.1*
- Explain how the nullification crisis arose and was solved.
**Essential Learnings: History 1.1.3, 2.1.1, Communication 1.2*
- Create a foreign policy statement for America based on the problems the U.S. had in dealing with others during this era.
**Essential Learnings: Civics 3.2.1*

Activities to choose from:

- √ Complete the "Cultural Literacy" for Chapters 10, 11, and 13.
- √ Groups of students form their own political parties and make a platform on certain issues (see handout).
- √ Great American Confrontations: Jeffersonians vs. Hamiltonians (Interact Activity). This is a good way to learn politics of the 1790's. Very hands on and kinesthetic.
- √ Create a poster or play that explains America's dealings with foreign powers during this era.
- √ Farewell speeches: Each student writes and gives a short speech saying goodbye and giving suggestions to next year's classes.
- √ Lecture on the background of political parties and the development of today's political parties.
- √ Indian Removal Analogy: Without telling anyone, move all students to the floor who have a similar trait. Have the rest of the class use their desks and have special privileges.
- √ Interact - Jefferson - see dittos attached.

History & Language Arts Objectives:
Students should (be able to)...

- Evaluate the effectiveness of going to war in 1812 in solving America's problems with foreign powers.

**Essential Learnings: Civics 3.2.2*

- State the main ideas of Washington's Farewell Address.

**Essential Learnings: History 2.2.2, Reading 2.1.2*

- Summarize the main points of the Monroe Doctrine and its significance.

**Essential Learnings: History 2.2.2, Reading 2.1.2, Communication 1.2*

- Explain how America's treatment of outsiders (immigrants) is ironic.

**Essential Learnings: History 1.3*

- Name the first two political parties and explain the differences between them. Trace the development of the current political parties.

**Essential Learnings: History 1.1.1*

- Describe the "unusual" events of the election of 1800.

**Essential Learnings: History 2.3.1*

- Understand how the electoral process works.

**Essential Learnings: Civics 1.1.1, Communication 1.2*

- Describe how the theme of "nationalism" helped shape the young United States.

**Essential Learnings: History 3.2, Communication 1.2*

- Analyze primary documents by placing important information into the 5 W's.

**Essential Learnings: History 2.2.2, Reading 2.3*

Activities to choose from:

√ Read, "Dancer" Literature and Language, p. 33. Answer questions on p. 37 (focus on characterization). How do Native Americans balance their culture with American culture? Is this good? Should they be one or the other?

√ Read, "The Bitter Trail" America's Story, Book 3, p 13. Answer questions that follow.

√ Write an evocative story about one of the following social problems: alcohol or drug abuse, neglected people (children or disabled), or intolerance towards others. Work to evoke emotions in the reader. Resolve the problem in a positive way.

√ Lecture or summarize from the book the following:

- Nullification crisis
- Monroe Doctrine
- Electoral Process
- Nationalism

√ Compare and contrast these primary documents:

- "Andrew Jackson: Indian Removal"
- "William H. Seward: Uprooting the Indians"

√ Write a Quatrain poem about one of the issues/events in this unit.

√ Review the case Marbury v. Madison. Discuss the concept of "Judicial Review".

√ Outline the problems that arose as America was being formed and how these problems were solved.

√ Using metaphor and simile create a short story as if you lived during this time and are dealing with one of the problems of this time.

History & Language Arts Objectives:
Students should (be able to)...

- Analyze characterization in non-fiction stories.
**Essential Learnings: Reading 3.3.1*
- Comprehend, build vocabulary, and think critically about what is read.
**Essential Learnings: Reading 1, 2*
- Write a comparison/contrast paper of two primary documents.
**Essential Learnings: Writing 1, 2, 3*
- Write effectively and creatively using figurative language.
**Essential Learnings: Writing 1, 2*

Assessment: Chose from these

- 1) **Cultural Literacy Test** (Matching, Multiple Choice, Short Answer, etc...)
- 2) **Make a “Mind Map”** of the events during this historical period. Include: **Who? What? When? Where? How? and Why?**
- 3) **Essay:** Persuade someone to have the same beliefs as you on the following: America has/has not shown respect for the people living therein as well as to those of other countries. Support yourself with what you learned during this unit and include your personal beliefs on respect.

Activities to choose from:

√ Pretend you are a member of a minority group today. Write a short essay on the effects this has on you and your family and compare this to the Indians during this time period. If you are a minority, pretend you are from the dominant culture and do the same.

The Nation Grows Politically

Big Issues

Respect

- 1) What is respect?

- 2) How do you show respect?
- 3) Do you ever show disrespect? How? To whom?
- 4) Is respect important to have? How important is it?

Self Sacrifice

- 1) Have you ever had to sacrifice for something or someone? Explain

Point of View

- 1) Is there always someone who is totally right in an argument?
Explain.
- 2) What do you think of others who have different beliefs than you?

Political Party Assignment

REMEMBER - a political party is a group of LIKE-MINDED people.

Your task - get together with 3 (4) other students to form a political party.

On a piece of butcher paper write down your party's platform (stand on the issues).

You must include the following:

TOP 1/3 of the paper - Name of party (fictitious)

Party's symbol

Party's slogan

BOTTOM 1/3 of the paper - respond to the following issues. You must maintain your beliefs yet appeal to voters (classmates). You must answer the first 11, the next two are for your group to add issues, if desired.

Think Liberal/Conservative/Moderate

1. Speed Limit
2. Drinking Age
3. Capital Punishment
4. Abortion
5. Quiet Time in School
6. Money Spent on the Space Program
7. Environmental Protection Laws
8. English as the Official Language in America
9. Foreign Aid to Israel
10. Handgun regulations
11. Taxes (this should match your spending issues above)
12. ???
13. ???

Essay Quiz

Persuade someone to have the same beliefs as you about the following:

-
- * America has or has not shown respect for the people living in its borders or for people living in other countries.

Support the essay by showing what you have learned during the this unit and include your personal beliefs.

Table of Contents
Unit #4 - The Nation Grows Socially

<u>Contents</u>	<u>Page</u>
Cultural Literacy	P33
Schema Activities	P33
Content Activities	P34
Assessments	P35
Sample Activities	
Content Activity - "Cultural Literacy"	P36
Content Activity - "Raymond's Run" Questions	P37
Assessment Activity - "Final Test"	P38

Unit Four: The Nation Grows Socially (1789-1850)

History Text: Chapter 15

Theme: Making a Difference

Issues: The perfect world, Stereotypes, Standing up for others, Do the right thing

Cultural Literacy

- **Who:** Dorothea Dix, Lyman Beecher, Thomas Hopkins Gallaudet, Samuel Gridley Howe, Horace Mann, “Mother Ann” Lee, Robert Owen, abolitionists, Paul Cuffe, David Walker, William Lloyd Garrison, Frederick Douglass, Harriet Tubman, Sarah and Angelina Grimke, Lucretia Mott, Elizabeth Cady Stanton,
- **What:** reform, religious revival, temperance, normal schools, Waltham System, Brook Farm, Oneida Community, emancipation, American Colonization Society, Seneca Falls Convention
- **When:** David Walker publishes “An Appeal” (1829), “The Liberator” is published (1831), American Anti-Slavery Society is founded (1833), American Temperance Union is formed (1836), Oneida Community is founded (1840), Brooks Farm is founded (1841).
- **Where:** Eastern United States (East of the Mississippi)

Schema

- * **Personalized Objective:** That students will be able to analyze how our ancestors made a difference in their communities in an attempt to make America a better place.
- 1) **Preview (a pretest)**
- 2) **Prep (a mind map) that develops the idea of “respect.”**
- 3) **Issue:** What is a stereotype? Explain some stereotypes. Is it OK to have stereotypes? Do you know anyone who likes others from many different cliques? Why do they do it?
- 4) **Big Question:** Is it worth taking the extra time from our busy schedules to help others even if we get nothing in return?

Content

History & Language Arts Objectives: Students should (be able to)...

- Name some of the reformers who worked to correct serious social problems in American society.

**Essential Learnings: History 2.1.1*

- Understand the reasons why some Americans established special communities in the United States.

**Essential Learnings: History 2.1.1, 2.2.2*

- Trace the development of the anti-slavery movement in the United States and determine why it was ineffective.

**Essential Learnings: History 1.1.1, 2.3.1*

- Describe the beginning efforts to gain full citizenship rights for women.

**Essential Learnings: History 2.2.1, 3.2, Civics 1.2.2*

- Describe how education was reformed in the United States in the early 1800's.

**Essential Learnings: History 2.2.2*

- Analyze how the author uses suspense to capture his audience.

**Essential Learnings: Reading 2, 1.4.1*

- Comprehend, build vocabulary, and think critically about what is read.

**Essential Learnings: Reading 1, 2*

- Write clearly and effectively incorporating all six traits of writing.

**Essential Learnings: Writing 1, 2, 3*

Activities to choose from:

√ Complete the "Cultural Literacy" for Chapter 15.

√ The student will plan how he/she can make Foothills/Wenatchee a better place.

√ Write a letter to the "Safety Valve" describing a problem in Wenatchee and a suggestion to solve the problem. Mail the letter to the newspaper.

√ Discuss what would make Wenatchee a perfect place to live. Compare that to the goals that people had for perfect societies during this era.

√ Create a timeline outlining the different reform movements and their impact, or lack of impact, on American society.

√ Read, "The Dinner Party" Literature and Language, p. 29. Discuss how Mrs. Wynnes breaks the stereotype of women. Write how the role of women in society has changed over the years.

√ Read, "Raymond's Run" Literature and Language, p 103. Write how society treats those with disabilities. Write about a time that you interacted with a person with a disability. Answer questions on page 113.

√ Write an evocative story about one of the following social problems: alcohol or drug abuse, neglected people (children or disabled), or intolerance towards others. Work to evoke emotions in the reader. Resolve the problem in a positive way.

Assessment: Chose from these

- 1) **Cultural Literacy Test** (Matching, Multiple Choice, Short Answer, etc...)
- 2) **Make a “Mind Map”** of the events during this historical period. Include: **Who? What? When? Where? How? and Why?**
- 3) **Essay:** Combine all the different aspirations of individuals of this time period into a statement (1 paragraph). Explain why it is important that individuals do what they can to “Make a Difference.”

The Nation Grows Socially

Cultural Literacy - History Textbook

(chapter 15)

Chapter 15 (pages 348-367)

Reformers Improve American Life (1820's-1850's)

1. **Vocabulary Words:** On your own sheet of paper, write the definitions for each of these words. They are listed in the order that they appear in the textbook. They are all of the "blue" words.

a. reform, b. religious revival, c. temperance, d. normal schools, e. abolitionists, f. emancipation, g. suffrage.

Section 1: (pages 350-353) Write, on another sheet of paper, a sentence or two about each of the following:

* Dorothea Dix, Thomas Hopkins Gallaudet, Samuel Gridley Howe, Horace Mann.

Section 2: (pages 353-357) Write, on another sheet of paper, a sentence or two about each of the following:

* "Mother Ann" Lee, Robert Owen, Waltham System, Brook Farm, Oneida Community

Section 3: (pages 357-360) Write, on another sheet of paper, a sentence or two about each of the following:

* American Colonization Society, Paul Cuffe, David Walker, William Lloyd Garrison, Frederick Douglass, Harriet Tubman

Section 4: (pages 361-364) Write, on another sheet of paper, a sentence or two about each of the following:

* Sarah and Angelina Grimke, Lucretia Mott, Elizabeth Cady Stanton, Seneca Falls Convention.

"Raymond's Run"
Literature and Language, p. 103.

After reading the story, answer the following questions:

1. What attitudes toward the disabled are revealed in this story?

2. How does today's society treat those with disabilities?
3. What about here at school? How are the disabled or those who are "different" treated by students and staff?
4. Write a paragraph (at least 8 sentences) about a time when you interacted with a person with a disability. Describe your thoughts, feelings, what happened, etc.

Name: _____

The Nation Grows Socially: Final Test

Put the following people, events, and terms into 3-7 groups and title the group. (Cannot use 5W's)

Dorothea Dix, Lyman Beecher, Thomas Hopkins Gallaudet, Samuel Gridley Howe, Horace Mann, "Mother Ann" Lee, Robert Owen, abolitionists, Paul Cuffe, David Walker, William Lloyd Garrison, Frederick Douglass, Harriet Tubman, Sarah and Angelina Grimke, Lucretia Mott, Elizabeth Cady Stanton, reform, religious revival, temperance, normal schools, Waltham System, Brook Farm, Oneida Community, emancipation, American Colonization Society, Seneca Falls Convention

Thoroughly answer the following questions. Support your answers with specifics.

1) Explain how the antislavery movement began and what it accomplished during this time period.

2) How did the treatment of the mentally ill improve during the mid-1800's?

3) Why did reformers form utopian communities?

4) Why were some people for the abolition of slavery while others were against it?

5) What rights did women of the 1800's hope to get for themselves?

6) Why were many of the utopian communities started on the frontier?

7) How successful were the reformers in the 1800's in gaining equal rights for women? Explain.

True or False

_____ 8) Religion was the main cause of the "age of reform" in America in the mid 1830's.

_____ 9) Most Americans favored the prohibition laws forbidding the manufacture and sale of liquor.

_____ 10) Both religious and utopian communities called for people to work together rather than to compete against one another.

_____ 11) New Harmony, Brook Farm, and the Oneida Community were three successful utopian societies that lasted for many years.

_____ 12) The American Colonization Society favored emancipation of slaves but not equality for blacks in America.

_____ 13) Some people who opposed the abolitionists began using violence and attacked the homes of leading abolitionists.

_____ 14) Although the Grimke sisters were Southerners, they opposed slavery and supported rights for women.

_____ 15) Beginning in the 1850's, many states passed laws granting women the right to vote.

Table of Contents
Unit #5 - The Civil War

<u>Contents</u>	<u>Page</u>
Cultural Literacy	P41
Schema Activities	P42
Content Activities	P42
Assessments	P44
Sample Activities	
Schema Activity - "Facing Your Own Beliefs"	P45
Schema Activity - "Norm & Sarah"	P46
Content Activity - "The Battle Hymn of the Republic"	P50
Content Activity - "Group Book Talk"	P51

Unit Five: The Civil War (1850-1877)

History Text: Chapters 17 - 19

Theme: Freedom.

Issues: Inclusion & exclusion of groups, Racial injustice.

Novels: Slave Dancer, Which Way Freedom, Streams to the River, Roll of Thunder, Hear My Cry, Charlie Skedaddle.

Cultural Literacy

- **Who:** George Fitzhugh, Solomon Northup, Harriet Tubman, Stephen A. Douglas, Zachary Taylor, Henry Clay, Harriet Beecher Stowe, Dred Scott, John Brown, Abraham Lincoln, Jefferson Davis, Major Robert Anderson, General Pierre Beauregard, Robert E. Lee, General Winfield Scott, “Stonewall” Jackson, Ulysses S. Grant, Copperheads, General George Meade, Elizabeth Blackwell, Clara Barton, Mary Chestnut, Andrew Johnson, Thaddeus Stevens, Rutherford B. Hayes.
- **What:** Underground railroad, Wilmot proviso, “Platform of the South”, Free Soil Party, Compromise of 1850, popular sovereignty, “Uncle Tom’s Cabin,” Kansas-Nebraska Act, Lincoln-Douglas debates, Crittenden Compromise, Confederate States of America, secession, Fort Sumter, abolitionists, Battle of Bull Run (Manassas), emancipation, unconditional surrender, conscription, bounty system, habeas corpus, Gettysburg Address, the *Virginia (Merrimac)*, the *Monitor*, Appomatox, blockade runners, siege warfare, Homestead Act, Morrill Act, total-war, land-grant colleges, Freedmen’s Bureau, Reconstruction, Radical Republicans, Black Codes, Civil Rights Act, Fourteenth Amendment, Military Reconstruction Act, disenfranchised, impeach, Fifteenth Amendment, scalawag, carpetbagger, Ku Klux Klan, Amnesty Act, sharecropping, segregation, Compromise of 1877.
- **When:** Congress accepts Compromise of 1850, Uncle Tom’s Cabin is published (1852), Franklin Pierce is elected President (1852), Congress passes Kansas-Nebraska Act (1854), James Buchanan is elected president (1856), Supreme Court reaches Dred Scott decision (1857), John Brown’s raid on Harper’s Ferry (1859), Abraham Lincoln is elected President (1860), Southern states form Confederate States of America (1861), Confederate troops fire upon Fort Sumter (1861), Confederates win Battle of Bull Run (1861), Grant’s forces capture Fort Donelson (1862), The Emancipation Proclamation is issued (1863), Confederates lose Battle of Gettysburg (1863), Grant’s forces capture Vicksburg (1863), Sherman’s forces occupy Atlanta (1864), Lincoln is reelected President (1864), Lee surrenders at Appomatox Court House (1865), Lincoln is assassinated at Ford’s theater (1865), Andrew Johnson becomes President (1865), Thirteenth Amendment is ratified (1865), Southern states are put under military control (1867), Johnson is impeached but not convicted (1868), Fourteenth Amendment is ratified (1868), Grant is elected President (1868), Fifteenth Amendment is ratified (1870), Grant is reelected (1872), Reconstruction ends (1877).

- **Where:** First 35 States, Battles fought in Pennsylvania, Maryland, Virginia and Southern States, Gettysburg, Antietam, Bull Run, Appomatox, Vicksburg, Atlanta.

Schema

- * **Personalized Objective:** The student will be able to explain the importance of diversity and how guaranteeing the freedom and rights of all can lead to greater unity.
- 1) **Preview:** What do you already know?
- 2) **Mind Map:** That develops the idea of “Freedom.”
- 3) **Issue:** Facing Ourselves.
- 4) **Big Question:** Topic - Freedom.
- 5) **Analogy:** Norm and Sarah.
- 6) **Debate:** 3 Dilemma Questions. Could be followed with free writes or focused writes.

Content

History & Language Arts Objectives: Students should (be able to)...

- Define the cultural literacy terms, the war aims of the North and South, and the major military battles and campaigns.
**Essential Learnings: History 1.3*
- Compare and Contrast the sectional issues as seen by the North, South and West.
**Essential Learnings: History 2.3, Geography 1.1.2*
- Explain how the Missouri Compromise & the Compromise of 1850 temporarily postponed the Civil War.
**Essential Learnings: History 1.1.3*
- Trace and describe the various attempts to solve the problem of slavery and why they were ineffective.
**Essential Learnings: History 2.1*
- Explain the importance of the Dred Scott decision.
**Essential Learnings: Civics 2.2*

Activities to choose from:

- √ Compare and contrast “American War Statistics”
- √ Read “They Called Her Moses” Adventures for Readers, p. 27, answer questions and/or discussion related to the theme.
- √ Watch Glory and answer questions on worksheet.
- √ Read “O Captain, My Captain” Adventures for Readers, p. 170, answer questions and/or discussion related to the theme.
- √ Students create a paper “Freedom Quilt”.
- √ Watch the video “Power of One” about Apartheid in South Africa. Analyze the issues of freedom and racial injustice.
- √ Complete various worksheets from “American Timeline.”
- √ Analyze the “Battle Hymn of the Republic” to gain a deeper understanding of this time period using the 5 W’s.

History & Language Arts Objectives:
Students should (be able to)...

- Understand the human impact of the Civil War.
**Essential Learnings: Geography 1.1, History 2.3.1*
- Describe the concept of popular sovereignty and how it renewed the sectional conflict with the Kansas-Nebraska Bill.
**Essential Learnings: History 1.1.3*
- Explain why Lincoln's election in 1860 set the stage for the break-up of the Union.
**Essential Learnings: History 1.1.3*
- Describe the advantages and disadvantages of the North and South and how the North eventually wore down the South.
**Essential Learnings: History 1.1.3, History 3.3.1*
- Explain the reason for fighting the Civil War from the North's perspective - South's perspective.
**Essential Learnings: History 2.3.2*
- Gain an appreciation of what it was like to live as a slave in pre-Civil War America.
**Essential Learnings: Geography 3.3.1, Civics 1.2.1*
- Explain how the war changed the nation.
**Essential Learnings: History 3.2.2*
- Use the internet and library resources to investigate, analyze and evaluate primary documents from this era.
**Essential Learnings: History 2.1.2, History 2.2.2, History 2.3*
- Read the following with comprehension in relation to our theme: an historical novel, theme related anthology selections, and short content pieces.
**Essential Learnings: History 2.3, Reading 1,2,&3, Communication 2, 3*

Activities to choose from:

- √ Read "The Three Little Pigs" by B.B. Wolf. Explain both sides of the story. Write a persuasive letter trying to get others to agree with your side!
- √ Analyze the following primary documents using the 5W's:
 - Gettysburg Address, Adventures for Readers, p. 168.
 - Letters from Soldiers
 - Lincoln's Speeches
 - Emancipation Proclamation
 - Republican Party Platform (1860)
 - Ordinance of Secession
- √ Choose Your Own Adventures:
 - North or South
 - The War Wounded
- √ The American Story readings:
 - The Brothers' War (Pre-Civil War)
 - Taking a Stand (Pre-Civil War)
 - The Shock of Battle (Civil War)
 - Johnny Reb and Billy Yank (Civil War)
 - The Fox and the Hound (Civil War)
- √ Write an Expository paragraph about one of the following in relation to this time period:
 - Total War
 - 1st Modern War
 - Unconditional Surrender
 - State's Rights
 - "United States" of America
- √ Lecture:
 - Causes of the Civil War
 - War comparison of the North and South
 - Sectional issues of North, South, and West

History & Language Arts Objectives:
Students should (be able to)...

- Communicate effectively through listening and debating.
**Essential Learnings: Communication 1,2, & 3*
- Able to self and peer evaluate the writing product and processes.
**Essential Learnings: Writing 4.1, 4.2, Reading 4, Communication 4.1, 4.2*
- Identify appropriate methods of expressing one's viewpoint and changing unjust aspects of our country and society.
**Essential Learnings: Civics 1.3.1*

Assessment: Choose from these

- 1) **Cultural Literacy Test** (Essay, Matching, Multiple Choice, Short Answer, etc...)
- 2) **Make a "Mind Map"** of the events during this historical period. Include: **Who? What? When? Where? How? and Why?**
- 3) **Essay:** The student will pick one of the following groups (or choose their own) and show how that group has been excluded from the rest of society and how that exclusion has obstructed their freedom. They will then be able to explain the importance of diversity and how guaranteeing the freedom and rights of all can lead to greater unity.
Groups: pro-choice abortion groups, teenagers, minorities in America, the elderly, Jews in Nazi Germany, Christians, etc.

Activities to choose from:

- √ Read "from Harriet Tubman: Conductor of the Underground Railroad" Literature and Language, p. 177, answer questions and/or discussion related to the theme.
- √ Read as a dramatic play, "The Diary of Anne Frank" Literature and Language, p. 495. Follow with discussion related to the theme of this unit.
- √ After reading novel, students will conduct a "Group Book Talk."

Facing Your Own Beliefs, Prejudices, and Stereotypes

1. Who Are You? Describe your own beliefs, prejudices, and stereotypes.

2. Describe a time when you have excluded someone. What were the reasons for this exclusion?
3. Describe a time when you have felt excluded. Why did this happen? How did it make you feel?
4. Describe a time when you stood up for someone. Why did you do this? How did this make you feel?
5. What do you think happens when a whole society allows the exclusion of a group?
6. Can you think of any recent events that show exclusion of groups? What are the reasons for this exclusion?

Norm and Sarah

Once upon a time long ago, a young man named Norm decided to leave his home in Washington and get a job. His parents agreed to support him with enough money to get an apartment until he began making money, but then he was supposed to send most of his money home.

On his way to look for a job in California, he met a young woman named Sarah who was doing the same thing. They decided to hitchhike together. Eventually they got to California.

Norm gets a job as a checker at Safeway, while Sarah gets a job at McDonald's. They spend their free time together and realized that they had a lot in common. They both liked the outdoors, could eat pizza for every meal, and their favorite show was Beverly Hills 90210. The one thing they didn't really share was the same ideas about religion. Norm was a Catholic, while Sarah was Protestant. But, they had plenty of fun together and just tried to ignore that one difference.

They were very industrious and efficient. They worked hard and saved every penny they could. Since they were very compatible and both trying to save money, they decided to move in together.

Both Norm and Sarah became extremely successful. Norm became the assistant manager of Safeway and Sarah managed the daytime services at McDonald's. They decided to buy a house together.

They both are beginning to resent sending so much of their money home. They decide to write their parents that this arrangement will no longer work. They have a right to their own hard earned money.

The parents are furious and say they will fight them in court - they had an agreement.

Norm and Sarah present their case well in court. They are very passionate in their belief that they should be allowed to be on their own and keep their money and property. They win the court case.

They are elated. They suffer through a few tough moments on their own, but they are happy and starting to feel pretty proud of themselves.

One day Sarah realizes that she is pregnant. They are happy in one way because they both believe in large families, but a problem starts to develop. Sarah wants to raise the child as a Protestant, but Norm wants it to be Catholic like him.

Many arguments develop. Most days they cannot even remember what they ever saw in each other. They don't seem to have anything in common now. The baby is born and they are forced to make a decision. They agree to flip a coin. Whoever wins can raise the child their way.

Sarah loses the toss and says she is going to leave. She just wants to be left alone. She says the child should get to decide himself what he wants to be.

Norm becomes very angry. He screams that she can't just leave because things didn't go her way. He becomes so enraged that he threatens to slap her. Sarah becomes scared and stabs him with a kitchen knife. He starts strangling her while she is stabbing him.

Let's compare this story to our American History:

The young people's departure to California can be compared to what in our history?

Their getting jobs and a home can be compared to what time in history?

When they win the court case, that can be compared to what in history?

Sarah's pregnancy can be compared to what time in history?

Their difference over religion and how the child should be raised can be compared to what divisive issue in our history after expansion?

What event do you think is coming historically, that is like the physical abuse the couple gives to each other?

The Battle Hymn of the Republic

by Julia Ward Howe

The Atlantic Monthly; Februar: 1862; The Battle Hymn of the Republic; Volume 9, No. 52; page 10.

Group Book Talk

(or Anthology, Movie, Play)

Includes: Activity, reading traits built/assessed, points possible, length of round
(This format can also be used for written assessment without a time limit by eliminating the read aloud and writing about the characterization, however the benefit of collaborative learning is lost unless the pieces are shared during the pre-write, editing, or publishing process.)

Book talks are designed for 3-4 persons using a student facilitator.

-
- Round One - *Plot sequencing and read aloud (20 points, 5 minutes)**
conventions, synthesis, comprehension
As a group describe what happens in the novel, and read a page with fluency and no mistakes.
- Round Two - Vocabulary (20 points, 5 minutes)**
conventions, comprehension, interpretation
- 2 sentences from book (with vocab word underlined and page #)
 - *Definitions of the 2 vocab words
 - *2 new sentences (with vocab word underlined and CLUE WORDS circled)
 - *Know each other's words
- Round Three - *Analytical discussion (20 points, 5 minutes)**
synthesis, comprehension, evaluation, interpretation, context
Focus on the author's craftsmanship regarding literary elements, for example: theme, setting, plot, climax, resolution, characterization, foreshadowing.
- Round Four - *Aesthetic discussion (20 points, 5 minutes)**
interpretation, evaluation, synthesis
Focus on how this piece has connected to you and how you feel about it on a personal level.
- Round Five - Character discussion (20 points, 5 minutes)**
context, interpretation, comprehension, conventions, synthesis
Be able to get inside a major character by taking on their persona.

*modified for movie "talks"

Group Book Talk
(or Anthology, Movie, Play)
Assessment

Total - 100 points per person

Names	Round					Total
	1	2	3	4	5	
	(20)	(20)	(20)	(20)	(20)	(100)

Comments:

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a model, integrated Language Arts and U.S. History curriculum at Foothills Middle School, Wenatchee, Washington, in alignment with the Washington State Essential Academic Learning Requirements (EALR's). To accomplish this purpose, current research and literature was reviewed. Additionally, related information from selected sources was obtained and analyzed.

Conclusions

Conclusions reached as a result of this project were:

1. An integrated/interdisciplinary approach to education is designed to connect learning with the real world to engage the whole child in learning thus increasing student understanding and retention, promoting cooperative learning, enhancing student self-image, and increasing motivation.
2. By aligning curriculum to the Washington State EALR's, teachers can improve the quality of current instructional practices by providing a clarity of purpose which will focus students on the core knowledge and skills they will need to know and demonstrate in order to be successful in school and after graduation.
3. Thematic, integrated instruction is a powerful tool in changing the pedagogy to meet the needs of students trying to reach the standards set by the state.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. To engage the whole child in learning, an integrated / interdisciplinary approach to education connecting learning to the real world is one way to better motivate students to learn.
2. To focus students on the core knowledge and skills they will need to know and be able to demonstrate in order to be successful in school, a curriculum aligned to the Washington State Essential Academic Learning Requirements can improve the quality of current instructional practices by providing a clarity of purpose for both the instructor and student.
3. To meet the needs of students trying to reach the standards set by the state, thematic, integrated instruction can be a powerful tool towards this end.
4. Other school districts seeking to develop and successfully implement an integrated educational unit may wish to adapt the model developed for this project or undertake further research on this subject to meet their unique needs.

References

References

- Applebee, A., N., & Bermudez, A., B. (1994). Literature and language. Evanston, IL: Mc Dougal Littell.
- Bishop, J.H., (1998). The effect of curriculum-based external exit exam systems on student achievement. The Journal of Economic Education, 2, 171-182.
- Buttram, J.L., & Waters, J.T. (1997). Improving america's schools through standards-based education. NASSP Bulletin, 81,(590) 1-6.
- Patrick, J., & Berkin, C. (1987). History of the american nation. New York, NY: Macmillan Publishing.
- Clinchy, B.M. (1995). Goals 2000 the student as object. Phi Delta Kappan, 76, 383-392.
- Daniel, K.T., Nieman, E.W., & Safier, F. (1979). Adventures for readers, book two. New York, NY: Harcourt Brace Jovanovich.
- Eggebrecht, J., Dagenais, R., Dosch, D., Merczak, N., Park, M. N., Styer, S. C., & Workman, D. (1996). Reconnecting the sciences. Educational Leadership, 53,(8), 4-9.
- Darling, J., (1999). A practitioner program evaluation framework for middle schools. Ann Arbor, MI: UMI Dissertation Services.
- Howe, J.W., (1862). The battle hymn of the republic. Atlantic Monthly, 9, (52), 10.
- Institute for the Study of Educational Policy, College of Education, University of Washington. (1996). Connecting the Commission on Student Learning to school-to-work transition efforts in Washington state. CSL Policy Briefs, 11, 1-3.
- Jennings, J.F., (1995). School reform based on what is taught and learned. Phi Delta Kappan, 76, 765-769.
- Jensen, J.M., (1993). Language arts. Encyclopedia Americana, 16, 731.
- Lake, K., (1999). Integrated curriculum. [on-line]. School Improvement Research Series

Lewis, A.C., (1995). An overview of the standards movement. Phi Delta Kappan, 76, 744-750.

Marzano, R.J., & Kendall J.S., (1996). Issues in brief, the fall and rise of standards based education. National Association of State Boards of Education. (ERIC Document Reproduction Service No. ED 398 643)

Mathison, S., & Freeman, M., (1997). The logic of interdisciplinary studies. Presented at the annual meeting of the American Educational Research Association, Chicago.

Nelson, W.W., (1998). The naked truth about school reform in minnesota. Phi Delta Kappan, 79, 679-684.

Noddings, N., (1997). Thinking about standards. Phi Delta Kappan, 79, 184-189.

O'Neil, J., & Tell, C., (1999). Why students lose when "tougher standards" win: A conversation with alfie kohn. Educational Leadership, 57,(1), 18-21.

Plato, K.C., (1995). History of education reform in washington state: The transition to a performance-based, student learning education system. Washington State, Office of Superintendent of Public Instruction. (ERIC Document Reproduction Service No. ED 381 900)

Schmoker, M., & Marzano, R. J., (1999). Realizing the promise of standards-based education. Educational Leadership, 56,(6), 17-20.

Kemper, D., Meyer, Verne, & Sebranek, P. (1993). Write Source 2000. Burlington, WI: Educational Publishing House.

Waltman, K. K., (1996). Measuring up: Standards, assessments, and school reform. Journal of Educational Measurement, 33, 375-378.

Washington State Commission on Student Learning. (1996). Education reform in washington state: A resource guide, Olympia, WA.

Washington State Commission on Student Learning. (1997). Essential academic learning requirements: Technical manual, Olympia, WA.

Appendix A

Orchard Middle School
An Integrated Science/English
Technical Writing Project

7th Grade Science / English Project

Technical Writing Expressed Through Science Inquiry: An Integrated Approach

Purpose: To integrate quality reading and writing into the Science content area.

Theme: Investigation, Problem Solving

Objectives:

- To help students become more aware of the important connection between reading, writing, comprehension, and other subject areas such as science.
- To cover various Essential Academic Learning Requirements in both reading and science.

Essential Academic Learning Requirements:

Reading:

- 1.1 - Use word recognition and word meaning skills.
- 1.5 - Use features of nonfiction text.
- 2.2 - Expand comprehension by analyzing, interpreting, and synthesizing.
(From non-fiction Science-related articles.)
- 2.3 - Think critically and analyze author's use of language, style, purpose, and perspective. (How will article help in supporting student's work - Science projects?)
- 3.1 - Read to learn new information. (About Science-related topics.)

Science:

- 2.1 - Develop abilities to do scientific inquiry. (Research and find information.)
QUESTIONING
- 2.2 - Apply science knowledge and skills to solve problems or meet challenges.
(Scientific Method - Problem Statements - Hypothesis - Research - Literature Review.)
IDENTIFYING PROBLEMS
- 3.2 - Know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace. (Topics for projects.)
**INTELLECTUAL HONESTY
LIMITATIONS
INCONSISTENCIES
METHOD OF INVESTIGATION**

7TH GRADE SCIENCE AND ENGLISH PROJECT NON-FICTION RESEARCH-----TIMELINE

Week of Conferences-----11-15 through 11-19----Day # 1, Day # 2, and Day # 3:

Introduce the Project in the SCIENCE classroom and explain the criteria.

Discuss picking a topic in SCIENCE. Go over the Scientific Method--Topics--
Problem Statements--Hypothesis--Research (Literature Review)--More
Questions.

Provide the students with sample Topics just to get them "thinking" about ideas for their research project.

TASK: Find a Topic of interest/Problem and form a Hypothesis Statement.
Submit to Mrs. Valdez by the end of the period on Tuesday, 11-30-99.
(5 points for each----->10 points total)

MONDAY 11-22-99:

Handout the Penguin Article and read out-loud together as a class.

TUESDAY 11-23-99 & WEDNESDAY 11-24-99

Start to model a Graphic Organizer with the Penguin Article. Come up with ideas as a class and then compare them with the "book" copy. Continue to work on the Graphic Organizer and the examples given.

MONDAY, 11-29-99:

First day in the Library-----Listen to Internet instructions and any other resource information. Use the Magazine search to find articles on your topic.

TUESDAY, 11-30-99:

Second day in the Library-----Must have the topic chosen by the end of the period.

(CHECK OFF PROBLEM STATEMENT & HYPOTHESIS.)

Continue finding articles on topics-----the students must have at least 2, but may have up to 4 articles that relate to their topic. (Only one day left for library work)

WEDNESDAY, 12-1-99:

Last class-day in the Library. Continuing getting at least 2 articles on the topic or continue to break articles down using a Graphic Organizer.

TASK: Have at least 2 articles on Topic-----Show to Mrs. Valdez by the end of the period on Wednesday, 12-1-99. (10 points)
(CHECK OFF ARTICLES.)

THURSDAY, 12-2-99:

Meet in Science classroom today. Review "highlighting" articles and using a Graphic Organizer. Answer any questions. Work on Graphic Organizers.

FRIDAY, 12-3-99:

Full day in the Science classroom ot work on "High-lighting" the articles and breaking them down in the form of a Graphic Organizer.

TASK: Have at least 2 Graphic Organizers of at least 2 articles-----Show to Mrs. Valdez by the end of the period on Friday, 12-3-99.
(10 points total)
(CHECK OFF GRAPHIC ORGANIZERS.)

ENGLISH TEACHERS-----CORE CLASS TAKES OVER (IDEAS)

- Reinforce the Penguin Article-----model Summaries
- Write Summaries of articles
- Peer Review of summaries (Group Editing)
- Rewrite drafts (Swap and share-----Proof-read-----Feedback)
- Type up Final Drafts
- Annotated Summary
- Title Page and Graphics ??????
- Bibliography

ARTICALS, GRAPHIC ORGANIZERS, NOTES AND POSSIBLY ROUGH DRAFTS-----DELIVERED TO THE CORE TEACHERS BY DECEMBER 6, 1999.

**FINAL PROJECT TURNED INTO VALDEZ BY JANUARY, 14, 1999 ??????
(2 WEEKS BEFORE SEMESTER GRADES OR BEFORE THE 2ND QUARTER IS OVER.)**

**7TH GRADE
SCIENCE AND ENGLISH PROJECT
NON-FICTION RESEARCH
POINTS-----CHECK-OFF SHEET**

NAME _____ /2 pts.

TOPIC OF INTEREST _____ /2 pts.

PROBLEM STATEMENT-----(Complete Sentence) _____/5 pts.
(11-30-99)

HYPOTHESIS STATEMENT-----(Complete Sentence) _____/5 pts.
(11-30-99)

BIBLIOGRAPHY INFORMATION _____/5 pts.
(12-1-99)

Author _____

Date of Publication _____
Place of Publication _____
Publisher _____

Article Name _____

Magazine Title or Book Name _____

Issue # or Volume # or Page #'s _____

(At least 2 articles----->10 points total)

BIBLIOGRAPHY INFORMATION
(12-1-99)

_____/5 pts.

Author _____

Date of Publication _____

Place of Publication _____

Publisher _____

Article Name _____

Magazine Title or Book Name _____

Issue # or Volume # or Page #'s _____

(At least 2 articles----->10 points total)

***** (Put additional articles on another piece of paper-----include all data)

GRAPHIC ORGANIZER: (Check-off on actual form)
(12-3-99)

(2 Articles are required)

ARTICLE # 1 Date _____ _____/5pts.

ARTICLE # 2 Date _____ _____/5pts.

(Bonus)

ARTICLE # 3 Date _____ _____/5pts.

ARTICLE # 4 Date _____ _____/5pts.

TOTAL SCORE----- _____/34 pts.

BIBLIOGRAPHY INFORMATION
(12-1-99)

_____/5 pts.

Author

Date of Publication

Place of Publication

Publisher

Article Name

Magazine Title or Book Name

Issue # or Volume # or Page #'s

BIBLIOGRAPHY INFORMATION
(12-1-99)

_____/5 pts.

Author

Date of Publication

Place of Publication

Publisher

Article Name

Magazine Title or Book Name

Issue # or Volume # or Page #'s

**7TH GRADE SCIENCE AND ENGLISH PROJECT
SCIENCE FINAL EVALUATION FORM**

COVER PAGE: (5 pts.)

- Name (First & Last) -----
- Date the Project is Due -----
- Problem Statement -----
- Hypothesis Statement -----
- Typed -----
- Graphics -----

LITERATURE REVIEW: (25 pts.)

Content

- A focus on only the main ideas -----
- Inclusion of information essential to the topic -----
- A logical omission of certain details -----
- Use of key words -----
- Concise use of language -----

Conventions

(5 pts.)

- Careful revising and editing -----
- Correct spelling -----
- Correct punctuation -----
- Correct grammar -----
- Correct capitalization -----

Neatness

(5 pts.)

- One full page typed minimum(2 to 3 paragraphs) _____
- Double Space -----
- One-inch margins -----
- 12 point font -----
- Clean-----no smudges -----

BIBLIOGRAPHY: (5 pts.)

- Resources Typed -----
- Separate page (page 3) -----
- At least 2 Resources -----
- Followed appropriate style (from handout) -----
- List is alphabetized -----

TOTAL _____/45 pts.

7TH GRADE
SCIENCE PROJECT IN-CLASS WORK DAYS
20 POINTS-----45 MINUTE PERIOD
ASSIGNMENT GRADE

EXPECTATIONS FOR EARNING YOUR POINTS

1. **SUGGESTIONS** FOR WORKING ON YOUR SCIENCE PROJECT:
 - BRAIN-STORMING A PROBLEM STATEMENT & HYPOTHESIS
 - LOOKING UP TOPICS IN THE LIBRARY OR ON INTERNET
 - READING ARTICLES OR PRINTING ARTICLES
 - DOING A GRAPHIC ORGANIZER ON EACH ARTICLE
 - WRITING A ROUGH DRAFT
 - TYPING A FINAL DRAFT

2. IF YOU ARE UNABLE TO WORK ON YOUR PROJECT-----If you are done for the moment or materials are not available-----
YOU MUST WORK ON SOMETHING QUIETLY AT YOUR OWN AREA.
Please do not interfere with the learning of the other students.

3. Infractions to the above (1&2) will cost you points from the 20 assignment points and you will not be earning all of your MYD points.

4. At the end of each SCIENCE PROJECT WORK PERIOD you must turn the attached paper explaining what you accomplished during the period. Four sentences are required. You need to justify the use of your class time in order to earn your 20 points. If this paper is NOT turned in at the designated time you will NOT earn your 20 points for each day. **See Mrs. Valdez about ABSENCES during these days.

5. **MINIMUM OF 4 SENTENCES ARE REQUIRED ON THE SHEET YOU TURN IN.** FOUR COMPLETE SENTENCES ABOUT WHAT YOU DID CONCERNING YOUR PROJECT SHOULD BE EASY TO COME UP WITH IF YOU ACTUALLY USED THE CLASS TIME FOR YOUR PROJECT. (MUST HAVE 4 SENTENCES TO CONSIDER 20 PTS.)

7TH GRADE
SCIENCE PROJECT IN-CLASS WORK DAYS
20 POINTS-----45 MINUTE PERIOD--ASSIGNMENT GRADE

NAME _____

DAY 1 _____

THIS IS HOW I EARNED MY 20 POINTS TODAY: (4 Sentence minimum)

DAY 2 _____

THIS IS HOW I EARNED MY 20 POINTS TODAY: (4 Sentence minimum)

DAY 3 _____

THIS IS HOW I EARNED MY 20 POINTS TODAY: (4 Sentence minimum)

**7TH GRADE SCIENCE AND ENGLISH PROJECT
SCIENCE FINAL EVALUATION FORM (11-23-99)**

COVER PAGE: (1 point each) (6 pts.)

- Name (First & Last) _____
- Date the Project is Due _____
- Perid Number _____
- Problem Statement _____
- Hypothesis Statement _____
- Typed _____
- Graphics (Extra Credit--up to 5 pts.) _____

LITERATURE REVIEW: (29 pts.)

Content: (look on back)

- The degree of outside assistance _____
- The degree the student seeks and uses sources _____
- The degree the student condenses information _____ (X2)
- The degree of understanding of what was wrote _____ (X2)

Neatness: (1 point each)

- One full page typed minimum
(2 to 3 paragraphs-----500 words) _____
- Double Space _____
- One-inch margins _____
- 12 point font _____
- Clean-----no smudges _____

BIBLIOGRAPHY: (5 pts.)

- Resources Typed _____
- Separate page (page 3) _____
- At least 2 Resources _____
- Followed appropriate style (from handout) _____
- List is alphabetized _____

TOTAL NAME _____ PERIOD _____ /40 pts.

**SCIENCE AND ENGLISH PROJECT
NON-FICTION RESEARCH
POINTS-----CHECK-OFF SHEET**

NAME _____ /2 pts.

TOPIC OF INTEREST _____ /2 pts.

PROBLEM STATEMENT-----(Complete Sentence) _____ /5 pts.
(11-19-99)

HYPOTHESIS STATEMENT-----(Complete Sentence) _____ /5 pts.
(11-23-99)

BIBLIOGRAPHY INFORMATION _____ /5 pts.
(12-1-99)

Author _____

Date of Publication _____
Place of Publication _____
Publisher _____

Article Name _____

Magazine Title or Book Name _____

Issue # or Volume # or Page #'s _____

(At least 2 articles----->10 points total)

BIBLIOGRAPHY INFORMATION _____ /5 pts.
(12-1-99)

Author _____

Date of Publication _____

Place of Publication _____

Publisher _____

Article Name _____

Magazine Title or Book Name _____

Issue # or Volume # or Page #'s _____

(At least 2 articles----->10 points total)

***** (Put additional articles on another piece of paper-----include all data)

GRAPHIC ORGANIZER: (Check--off on actual form)
(12-3-99)

(2 Articles are required)

ARTICLE # 1 Date _____ ____/10 pts.

ARTICLE # 2 Date _____ ____/10 pts.

(Bonus)

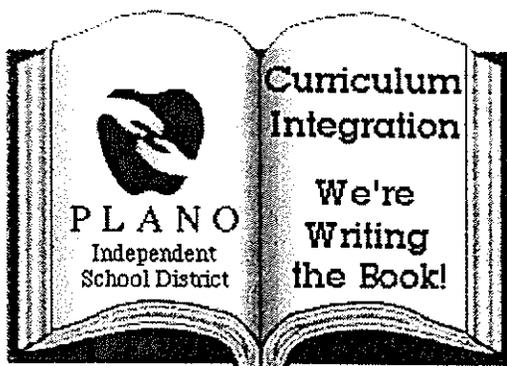
ARTICLE # 3 Date _____ ____/5pts.

ARTICLE # 4 Date _____ ____/5pts.

TOTAL SCORE----- _____/34 pts.

Appendix B

Plano Independent School District
A Technology/Student-Centered Curriculum



Plano ISD Integrated Curriculum Information and Resources

THE CURRICULUM INTEGRATION PROJECT is a cooperative, developmental endeavor to integrate curriculum and technology in a student-centered classroom, where the students are actively involved in the educational process.

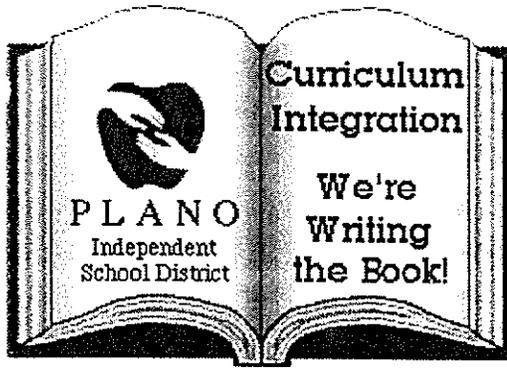
The goal of these pages is to provide additional information regarding the Integrated Curriculum Project in Plano ISD plus give links to resources that support and enhance the curriculum. For more information on the project, please write to Jayne Cantwell, the Director of Elementary Curriculum.

Information on the project		
Overarching Concepts	Organizing Ideas	Key Elements
Lifelong Learner Traits	Evaluation Study	Technology and Curriculum
Related links supporting the integrated curriculum		
Organizing Ideas Links	Classroom Technology	Elementary Curriculum

[Click here to return to the Plano ISD Curriculum Resources Page.](#)

Last Update: *October 22, 1998*

If you have sites that you feel should be considered for future inclusion in one of these topics, please forward the pertinent information to Jim Hirsch. We encourage your participation in expanding these resource pages for our students and staff.



Plano ISD Integrated Curriculum Overarching Concepts

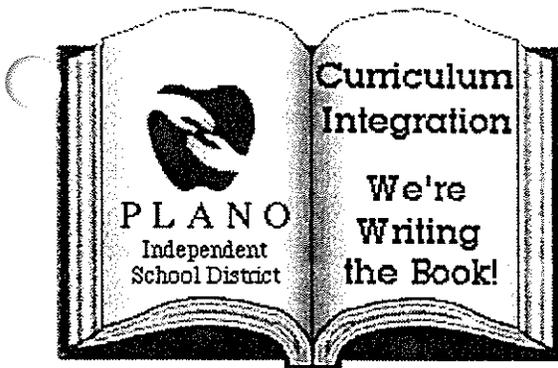
OVERARCHING CONCEPTS link broad universal ideas and theoretical structures. They serve as strands that connect concepts and facts within disciplines and across disciplines. The overarching concepts chosen by Plano ISD are:

- Balance and Stability
- Communication
- Continuity and Change
- Diversity
- Interactions
- Systems

[Click here to return to the Plano ISD Integrated Curriculum Menu Page.](#)

Last Update: *January 26, 1997*

If you have sites that you feel should be considered for future inclusion in one of these topics, please forward the pertinent information to [Jim Hirsch](#). We encourage your participation in expanding these resource pages for our students and staff.



Plano ISD Integrated Curriculum Organizing Ideas

ORGANIZING IDEAS reflect the overarching concept and provide a unifying frame for sequences of related learning experiences in various disciplines. The organizing ideas are grade level specific. Each grade level has six organizing ideas.

[Click here](#) for a table listing these organizing ideas.

[Click here to return to the Plano ISD Integrated Curriculum Menu Page.](#)

Last Update: *January 26, 1997*

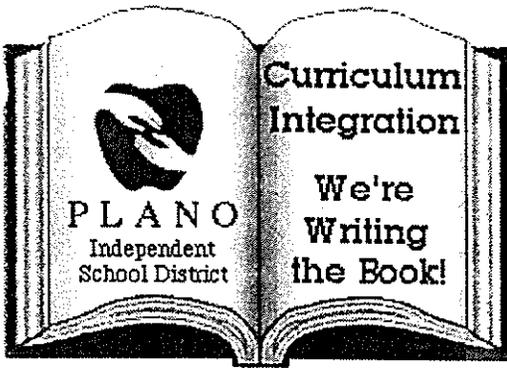
If you have sites that you feel should be considered for future inclusion in one of these topics, please forward the pertinent information to [Jim Hirsch](#). We encourage your participation in expanding these resource pages for our students and staff.

The Integrated Curriculum

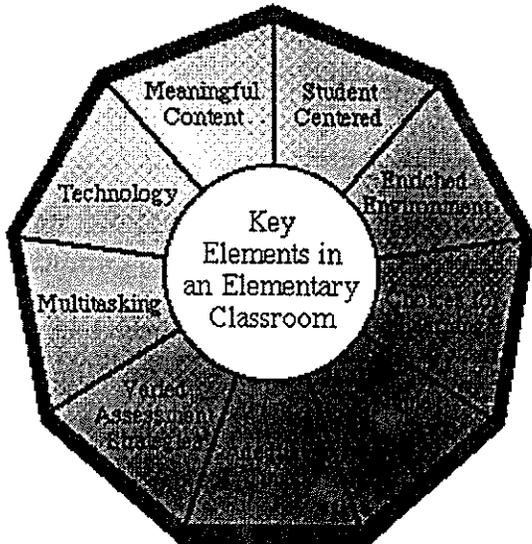
Listed below are the Organizing Ideas for Grades K - 5. Internet Sites that enrich and support the Integrated Curriculum are available by clicking on the box containing a grade level's Organizing Idea Title for the current six week period.

	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	
 <p>Plano ISD Instructional Resource Pages</p> <p>Plano ISD District Information Pages</p> <p>Plano ISD Integrated Curriculum Page</p> <p>Readings about Integrated Curriculum Models and Learning Theories</p> <p>Plano ISD Elementary Curriculum Pages</p>	1	Balance and Stability <u>Solid Foundations</u>	Continuity and Change <u>Cycles</u>	Systems <u>It's No Mystery, It's a System</u>	Interactions <u>Cause and Effect</u>	Diversity <u>Why Classify?</u>	Communication <u>Making Connections</u>
	2	Systems <u>How Do Systems Help Us Connect In Our World?</u>	Balance and Stability <u>Where Is Harmony in Our World?</u>	Diversity <u>How Are We Alike and Different In Our World?</u>	Continuity and Change <u>What Impacts Our World?</u>	Interactions <u>How Are Communities Interdependent In Our World?</u>	Communication <u>What Does Evidence Tell Us About Our World?</u>
	3	Continuity and Change <u>A Matter of Time</u>	Interactions <u>Seeking Reasonable Solutions</u>	Diversity <u>Proud To Be An American</u>	Systems <u>Where Would We Be Without Systems?</u>	Communication <u>The Fine Art of Sharing</u>	Balance and Stability <u>Drawing Upon Our Resources</u>
	4	Communication <u>Clues That Communicate</u>	Interactions <u>Many Faces, Many Places</u>	Diversity <u>State of Diversity</u>	Continuity and Change <u>Changes Over Time</u>	Systems <u>One Affecting the Other</u>	Balance and Stability <u>Mankind and Nature in Harmony</u>
	5	Communication <u>The Ins and Outs of Communication</u>	Interactions <u>How the Parts Interact to Make a Whole</u>	Systems <u>In Sync With Systems</u>	Balance and Stability <u>It's A Balancing Act</u>	Continuity and Change <u>How Variables Cause Change</u>	Diversity <u>Strength in Diversity</u>

Last updated on 4/3/99



Plano ISD Key Elements in an Elementary Classroom



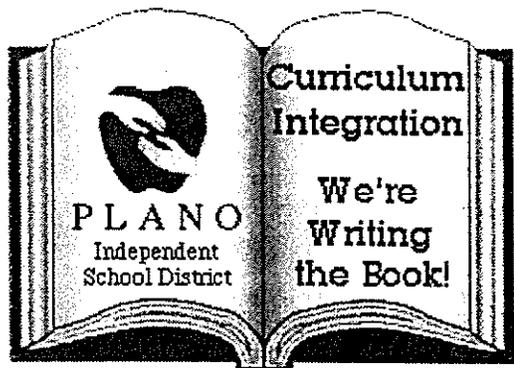
CURRICULUM INTEGRATION

- focuses on basic skills, content, and higher level thinking skills.
- encourages lifelong learning.
- structures learning around big ideas and meaningful concepts.
- provides connections among the various curricular disciplines.
- provides learners opportunities to apply skills they have learned.
- incorporates authentic assessment as an integral part of learning.
- encourages active participation in relevant real-life experiences.
- captivates, motivates, and challenges learners.
- accommodates a variety of learning styles and multiple intelligences.
- provides for deeper understanding of content.
- offers opportunities for more small group and industrialized instruction.
- incorporates technology as an integral part of learning

[Click here to return to the Plano ISD Integrated Curriculum Menu Page.](#)

Last Update: February 8, 1997

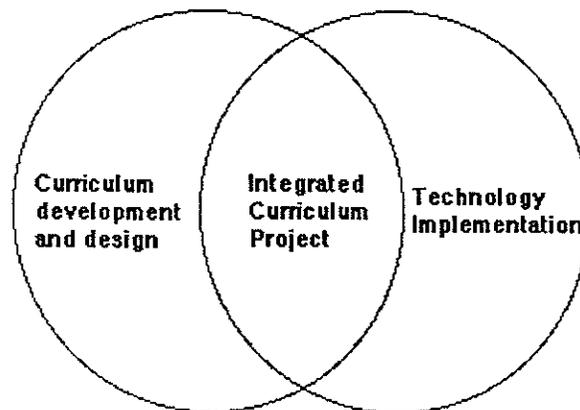
If you have sites that you feel should be considered for future inclusion in one of these topics, please forward the pertinent information to [Jim Hirsch](#). We encourage your participation in expanding these resource pages for our students and staff.



Plano ISD Technology and Curriculum Integration

One of many opportunities that the Integrated Curriculum Project gave us was to affect the overall classroom environment with the infusion of instructional technology (See Technology Philosophy)

While the philosophy and design of the curriculum content and delivery was being discussed, similar concerns were being addressed in the technology arena as to how a wide variety of software packages needing different hardware specifications could be integrated over a networking system. The ongoing challenge is to keep the integration of curriculum content and design in sync with the integration of various technologies. The overriding factor of technology integration is to meet the identified needs of the curriculum. In other words, the instructional program needs to drive the technology implementation. At no time should the technology program restrict what the instructional program needs to accomplish. The figure below depicts fairly accurately the overall development of the integrated curriculum and shows the close relationship of curriculum and technology development.



The Plano ISD model for classroom technology to support the integrated curriculum includes:

- a student to computer ratio of 3:1
- a teacher computer
- a 27" television monitor with both cable and computer video connections
- a videodisc player
- a videocassette recorder (VCR)
- ethernet network connections for the delivery of curriculum software
- local based CD-ROM software
- Internet connections
- staff development sessions devoted to curriculum and instructional software use

In addition to the above classroom technology, schools are encouraged to provide production centers in the libraries to enable students to work in small groups using equipment such as scanners, camcorders and digital cameras which is not found in individual classrooms.

CHRONOLOGY OF PLAN: This scope of classroom technology implementation in combination with the integrated curriculum development has occurred over a number of years as models were tested and funding became available.

- 1993 - two pilot classrooms in February
- 1994 - 30 more model classrooms
- 1995 - 90 more classrooms added
- 1996 - installed an additional 70 classrooms and equipped three new schools with this technology standard
- 1996-98 - complete approximately 880 classrooms. This model is now our standard classroom configuration and is an integral part of our educational specifications for new buildings.

CURRICULUM INTEGRATION: The technology infrastructure listed above exists for a single reason - to support the needs of the

sophisticated simulations and multimedia databases designed specifically to support the grade level curriculum. Plano ISD entered into a partnership with Edunetics Interactive, a Steck-Vaughn company, to assist in the design and production of these custom applications. Edunetics is part of the team that works daily in our Curriculum Design Center along with teachers and coordinators. Each of our 36 "organizing ideas" has this custom designed software component to accompany it. In addition to these custom designed software packages, our integrated curriculum is supported by a variety of vendors who produce commercial packages for education such as the Learning Company, Tom Snyder Productions, Microsoft Corporation, Roger Wagner Publishing and many more.

INSTRUCTIONAL CHANGE: The integration of technology into the curriculum requires changes of significant magnitude in educational philosophy, classroom management and curriculum goals. For the technology to be used optimally, teachers must be comfortable with a constructivist or project-based problem solving approach to learning. They must be willing to tolerate and support students' progressing independently and at widely varying paces. Often we are asking teachers to integrate dramatically new philosophies of education, classroom management techniques and new ideas about interdisciplinary and individualized education into their daily practice. Of course, these same types of strategies and techniques are already part of our integrated curriculum. A typical classroom configuration as well as specifications for the hardware we use is found on the following page.

[Click here to return to the Plano ISD Integrated Curriculum Menu Page.](#)

Last Update: *January 26, 1997*

If you have sites that you feel should be considered for future inclusion in one of these topics, please forward the pertinent information to [Jim Hirsch](#). We encourage your participation in expanding these resource pages for our students and staff.

Appendix C

Metropolitan Nashville Schools
An Integrated Science, Mathematics,
and Technology Unit

“Mission to Mars”

INTRODUCTION

UNIFYING THEMES

DOING IT

PRE-UNIT ACTIVITIES



Culminating Activity (Assessment)

Appendix D

Morgan Middle School
An Integrated English, History, Science,
Mathematics, and Technology Unit

“Moon Project Alpha”

Morgan Middle School, Morgan District 240 East Young Street phone: 829-3467
Morgan, Utah 84050 fax: 829-0645 or 829-3048
Contact: Donald C. Holt-Principal Team: Johnson, Kurt-District teacher specialist for
technology, staff development and curriculum
e-mail: kurt.johnson@m.k12.ut.us
Richins, Robert-Library Media
e-mail: robert.richins@m.k12.ut.us
Whitear, Laraine-Social Studies/math
e-mail: laraine.whitear@m.k12.ut.us
Disciplines: English, history, science, media, mathematics and technology
Theme: "Respect"

1. **Moon Project Alpha**

Moon Project Alpha

Abstract:

The earth is dying. Your group has decided to leave at once and make a new home on the moon. You have three major challenges: (1) Survival, (2) Form a new government, (3) Persuade others on earth to come and join your colony.

Author:
ROBERT
RICHINS

UtahLINK
<http://www.uen.org/utahlink/>

- in partnership with USOE and USHE.
Questions or comments to resources@uen.org.
Copyright © last modified: *Fri, Feb 5, 1999*

UtahLINK | EDNET | KULC | KUED | UEN

© 1994 - Utah State Office of Education

These materials have been produced by and for the teachers of the State of Utah. Copies of these materials may be freely reproduced for teacher and classroom use. When distributing these materials, credit should be given to Utah State Office of Education. These materials may not be published, in whole or part, or in any format, without the written permission of the Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah 84111.