Module 5: Instructional Unit

Key Concepts/Terms/Players
Types of Instructional Units (page 158)

- Conventional Unit: also known as standard unit, mostly within same department

- Integrated Unit:
  - Thematic Unit: When conventional unit is centered on theme
  - Integrated (Interdisciplinary) Thematic unit: When thematic unit covers different disciplines

- Self-instructional Unit: also known as modular unit

- Contract Unit: student agrees to carry out certain activities
7 Basic Steps for Planning and Developing Most Instructional Units (pages 158-159)

1. Select a suitable theme, topic, issue, or problem
2. Select the goals of the unit and prepare the overview
3. Select suitable instructional objectives
4. Detail the instructional procedures
5. Make lesson plan modifications to meet the needs of all students (consider English Learners)
6. Plan for pre-assessment and assessment of student learning
7. Provide for the materials and tools of instruction
Unit Format, Inclusive Elements, and Time Duration

- **Minimal Inclusions:**
  - Identification of grade level, subject, topic, and time duration of the unit
  - Statement of rationale and general goals for the unit
  - Major objectives of the unit
  - Materials and resources needed
  - Lesson plans
  - Assessment strategies
  - Accommodations for students with special needs
## Five Levels of Curriculum Integration
(see Figure 5.3 on page 161)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Least Integrated</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Subject-specific topic outline</td>
<td></td>
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<td></td>
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<tr>
<td>• No student collaboration in planning</td>
<td></td>
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<td></td>
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<tr>
<td>• Teacher solo</td>
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</tbody>
</table>

Level 1: The traditional organization of curriculum and classroom instruction, where teachers plan and arrange the subject-specific scope and sequence in the *format of topic outlines*. 
### Five Levels of Curriculum Integration
*(see Figure 5.3 on page 161)*

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<th>Level 5</th>
</tr>
</thead>
</table>
| • Least Integrated  
  • Subject-specific topic outline  
  • No student collaboration in planning  
  • Teacher solo | • Subject Specific  
  • Minimal student input  
  • Solo or teams | | | |

**Level 2:** Themes for one discipline are not necessarily planned and coordinated to correspond to or integrate with themes of another or to be taught simultaneously.
Five Levels of Curriculum Integration
(see Figure 5.3 on page 161)

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<tr>
<td>• Least Integrated</td>
<td>• Subject Specific</td>
<td>• Multidisciplinary</td>
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<tr>
<td>• Subject-specific topic outline</td>
<td>• Minimal student input</td>
<td>• Some student input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No student collaboration in planning</td>
<td>• Solo or teams</td>
<td>• Solo or teams</td>
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Level 3: This type of integration occurs when the same students are learning two or more of their core subjects around a common theme from one or more teachers.
Five Levels of Curriculum Integration
(see Figure 5.3 on page 161)

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<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Least Integrated</td>
<td>• Subject Specific</td>
<td>• Multidisciplinary</td>
<td>• Interdisciplinary thematic</td>
<td></td>
</tr>
<tr>
<td>• Subject-specific topic outline</td>
<td>• Minimal student input</td>
<td>• Some student input</td>
<td>• Considerable student input in selecting themes and in planning</td>
<td></td>
</tr>
<tr>
<td>• No student collaboration in planning</td>
<td>• Solo or teams</td>
<td>• Solo or teams</td>
<td>• Solo or teams</td>
<td></td>
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<tr>
<td>• Teacher solo</td>
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Level 4: Teachers and students collaborate on a common theme and its content, and discipline boundaries begin to disappear as teachers teach about this common theme.
## Five Levels of Curriculum Integration
(see Figure 5.3 on page 161)

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<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Least Integrated</td>
<td>• Subject Specific</td>
<td>• Multidisciplinary</td>
<td>• Interdisciplinary</td>
<td>• Most integrated</td>
</tr>
<tr>
<td>• Subject-specific topic outline</td>
<td>• Minimal student input</td>
<td>• Interdisciplinary thematic</td>
<td>• Maximum student and teacher collaboration</td>
<td></td>
</tr>
<tr>
<td>• No student collaboration in planning</td>
<td>• Solo or teams</td>
<td>• Some student input</td>
<td>• Solo or teams</td>
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<td>• Teacher solo</td>
<td>• Solo or teams</td>
<td>• Solo or teams</td>
<td>• Teams</td>
<td></td>
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</table>

Level 5: Teachers and their students have collaborated on a common theme and its content; discipline boundaries are blurred as teachers of several grade levels and/or of various subjects teach on various aspects of the common theme.
10 Basic Steps for Planning and Developing an Interdisciplinary Thematic Unit (pages 162-163)

- Steps 1-5 to developing an interdisciplinary unit

1. Agree on the nature or source of the unit
2. Discuss subject-specific frameworks, goals, and objectives; curriculum guidelines; textbooks and supplemental materials; and units already in place for the school year
3. Choose a topic and develop a timeline
4. Establish two timelines
5. Develop the scope and sequence for content and instruction
10 Basic Steps for Planning and Developing an Interdisciplinary Thematic Unit (pages 162-163)

- **Steps 6-10 to developing an interdisciplinary unit**
  6. Share goals and objectives
  7. Give the unit a name
  8. Share subject-specific units, lesson plans, and materials
  9. Field test the unit
  10. Evaluate, adjust, and revise the unit
In class Assignment

Work with one to three students who share the same subject matter as you. When we debrief, please be ready to report to me with the following:

- Explain what Level of Curriculum Integration (pages 162-163) that your unit will cover.
- Describe one subject-matter standard that this unit will fulfill.