Integrated Units

Lenape Elementary School

Presented to the Board of Education by

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What is an Integrated Unit?

- Extended learning experience that connects learning in social studies with literacy including reading, writing, listening and speaking
- Guided by essential question(s) for exploration
- Provides an opportunity for meaningful, collaborative inquiry
- Opportunity for student self-determination and self-evaluation
- Students...
 - collect, analyze, and integrate information from various sources
 - draw inferences and conclusions to inform synthesis of projects/products of learning to share with others

What will it look like in Third Grade?

- Citizens of the World
 - How are people and their world interdependent?
 - Research and investigate through the use of informational text, maps, charts, graphs, and other sources:
 - Physical, human, and cultural characteristics of different regions and people
 - People's dependence upon, modification of, and adaptation to the physical environment
 - Animals' dependence upon, modification of, and adaptation to the physical environment
 - Interdependence of animals and people
 - Geographic location and its importance to people
 - Evaluate, compare, infer, and synthesize information from multiple sources

What will it look like in Fourth Grade?

- New York and the American Revolution
 - How did the American Revolution affect lives in New York?
 - Research and investigate through the use of fictional text, informational text, illustrations, artifacts, graphics, charts, and other sources:
 - Importance of New York state during the Revolutionary War period
 - Issues related to politics, economics, and geography during the War
 - Involvement of the Native Americans and African Americans in the War
 - Various points of view about the War
 - Evaluate, compare, infer, and synthesize information from multiple sources

How it looks in Fifth Grade...

- Geography and Complex Societies
 - How does geography influence human society and human society impact the environment?
 - Research and investigate through the use of informational text, maps, graphs, charts and other sources:
 - Adaptation to and modification of environment by people
 - Geography of the Western Hemisphere and its impact on where people settle and the resources available
 - Case studies of ancient civilization including Aztec and Inca Civilizations
 - Students use writing, reading comprehension, listening skills, and oral communication during the inquiry process.
 - Students demonstrate learning by evaluating, comparing, and synthesizing information from a variety of multimedia sources.
- Point of View in United States History

Geography and Complex Societies

Why were roads important to the Inca

Empire?



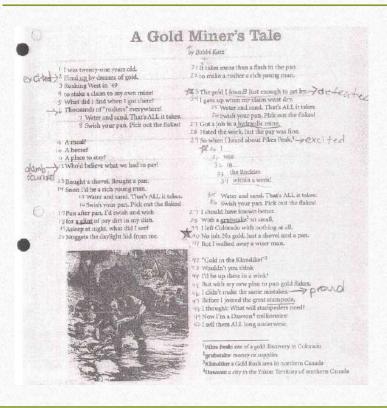




Image: The Inca's engineering of roadways and agricultural terraces in mountainous terrain was one key to the expansion of the empire. ©istock/© v0v.

Students integrate information from text, images, and maps to respond to the guiding question of the case study.

Points of View in United States History



Students engage in close reading of informational text, poetry, and songs.

7 Oh, California

-sung to the tune of Oh, Susannah

I'm going to California-i-a, the gold dust to see.

It rained all night the day I left, the weather it was dry.

The sun so hot I froze to death-Oh brothers, don't you cry!

Oh, California, that's the land for me.

I'm going to Sacramento with my washbowl on my knee.

I thought of all the pleasant times we've had together here, I thought I ort to cry a bit; but couldn't find a tear.

The pilot bread was in my mouth, the gold dust in my eye.

And though I'm going far away, dear brothers, don't you cry!

Oh California, that's the land for me,
I'm going to Sacramento with my washbowl on my knee.

Lsoon shall be in Francisco, and then I'll look all 'round.

And when I see the gold lumps there I'll pick them of the ground.
I'll scrape the mountains clean, my boys, I'll drain the rivers dry,
Oh, California, that's the land for me,
I'm going to Sacramento with my washbowl on my knee.

Points of View in United States History

Students write informational essays incorporating point of view.

It's a day and you wiging your sweaty face with a bright nellow bandago. You have been working all day trying to find gold but you only found three small Ackesienough for a box of pilot bread and a small cup of water. That night you have dreams of gold sieving that you will stoke it rich and stoke a claim the next day. Miners expectations were much different then their real experiences. In the stone Rose's Gold by JOUCE Golden Stern, the song Ob Cal Porpia the sorm AGOW Mores tole by Bobbs Katzgard in the text Chinese impierants and the Colifornia Gold cush by Cindy Grage the characters in these stones all leave their home in search of gold, hoping their expectations are the same as their experiences. Sold miners rushed out of their homes to stake a claim out in Colifornia. Many miners felt determined For example in the song Oh California it states "Avid. when I see the lumps of gold I'll pick them of: the ground Miners also Felt hopeful to Find gold In the text (hinese immigrants and the Colifornia with from

the States Most of them haved to find great wealth and return to China, Befor arriving to California miners thought their job would be easy just like riping land paper. But when the miners and they have a very different Experience then they expect. Most miners experiences did not moter their expectations at all. Many miners thought it would be easy but it turned out that they were sick, appears, regretful is repointed unsoft and treated wo Friely. In the star Rose's Gold by Jours Goldenstern it States "Woodwine From about town to about town looking for small pockets of gold in land claims that people have given up on and left. Wandering From about town to about town shows how anxious pepale really were to think of how terrible it would be to have "gold Fever" as bad as that! Popula also Felt sick For example, in the sone Oh California it states "The sun so hot I fine to death! Some miners traveling died from their condition. After the second or third cay the miners Kinew that mining for gold is California would not be easy their experiations Expectations were hupan journal rich hopeful all really good things But the envinces were Sick disposinted unsequence allow the threat to be a more in the condition it would be depressing and very difficult

What does the future hold?

- Further piloting and evaluation of planned integrated units
- Revision and refinement of initial integrated units
- Creation of new integrated units at each grade level
- Increased inclusion of additional curricular areas such as math, art, music, and/or science/social studies in integrated units