

Integrating Curriculum An Introduction

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An introduction to curriculum integration Home School resources Curriculum integration Bringing various subjects together for learning is known by a variety of names such as interdisciplinarity, cross-disciplinarity, cross curricular learning, and curriculum integration, and has a long history reaching back to the American educational philosopher John Dewey (1859-1952).

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Defining integrated curriculum has been a topic of discussion since the turn of the 20th century. Over the last hundred years, theorists offered three basic categories for interdisciplinary work; they defined the categories similarly, although the categories often had different names. Integration seemed to be a matter of degree and method. For example, the National Council of Teachers of English (NCTE) offered the following definitions in 1935:

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Integrated Curriculum is essentially an authentic integration of traditional subjects areas into a learning unit that develops rich understanding across curricula. It involves the integration of content with skills and processes. An integrated curriculum design is open-ended, encourages problem solving and directly connects students with 'the real world' (Kruse, 2001).

[What is Integrated Curriculum? - Why Integrate Curriculum?](#)

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Curriculum integration "engages students as active learners who make the most of the decisions about what they study" (Brown, 2016, p. 123). Designed to be responsive to stu-dents' concerns, curriculum integration allows for a model in which "students become teachers and teachers become learn-ers" (Pate, 2013, p. 174).

[Curriculum Integration: An Overview](#)

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Integrated Curriculum refers to a non-compartmentalised approach to basic science learning, in which course of study is instead organised around organ systems like cardiovascular system, gastrointestinal system, respiratory

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The need of integration of curriculum is a frequently felt need over the times but has never been able to take up due attention by the curriculum planners while planning the curriculum on account ...

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Introduction Curriculum design (also curriculum organization) refers to the ways in which we arrange the curriculum components. Regardless of the underpinning curriculum model, all curriculum designs endeavor to address four curriculum components: Why do we initiate instruction or aims?

[Curriculum Design - Education - Oxford Bibliographies](#)

The 1971 curriculum was based on a philosophy of education that incorporated the following five principles: □ the full and harmonious development of the child □ the importance of making due allowance for individual difference □ the importance of activity and discovery methods □ the integrated nature of the curriculum

[Primary School Curriculum](#)

Introduction Integrated curriculum has many different meanings. Everyone has his or her own definition of an integrated curriculum. Malik & Malik (2011) defined integration as the organization of teaching matter to bring subjects together that are usually taught separately.

[Research Supporting Integrated Curriculum: Evidence for ...](#)

"It involves students' learning so that they develop and consolidate the required knowledge and skills to meet the anticipated future demands of work and citizenship." (Education Queensland, 2010) As a result the integration of learning is designed to focus learning within the curriculum, integrated curriculum is usually delivered with strategies such as active learning, experiential earning, problem solving, and real-life contexts.

[Benefits of an Integrated Curriculum - UKEssays.com](#)

Introduction to Erasing Lines: Integrating the Law School Curriculum, 1 J. ALWD 3 (2002) ... Integrating the Law School Curriculum Amy E. Sloan1 It is my great pleasure to welcome all of you as we begin the Third Biennial Conference of the Association of Legal Writing Directors. My job as

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Digest of Literature on Curriculum Integration Stan Peerless Introduction The integration of Jewish and general studies has been identified as a common goal of many Jewish day schools, particularly those in the Modern Orthodox and non-Orthodox movements (Pomson, 1996; Solomon, 1984). Yet, researchers of Modern Orthodox, Conservative, and Reform Jewish education have all indicated that [...]

[Curriculum Integration - The Lookstein center](#)

Phase 3 - Integrating rich tasks into the whole curriculum Activity 3. Integrating rich tasks into the whole curriculum. Phase 4 - Reflection and review Activity 4.1. Peer observation. Activity 4.2. Evaluating a theme. Activity 4.3. Thinking about what to do next

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