THERE AND BACK AGAIN: A SOCIAL STUDIES TALE OF INTEGRATION

A Dissertation

by

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ABSTRACT

This dissertation research explores ways to bring subject area knowledge together, specifically in the elementary classroom. Organized into three unique studies, or articles, this dissertation study helps determine approaches for organizing curriculum, explores how and why elementary teachers utilize integration in their elementary social studies classroom, and determines a process for integrating curriculum that ensures alignment to subject area goals.

The first article explores ways bringing curriculum together integrates knowledge. Through the development of a Disciplinary Scale, the researcher explores ways to distinguish between single subject, correlation, fusion, multidisciplinary, broad fields, interdisciplinary and transdisciplinary approaches. Analysis of each approach, using the Disciplinary Scale, provides critical information for educators and leaders considering integrating curriculum.

The second article explores three elementary teachers as they attempt to integrate curriculum in their classroom. Utilizing a case study methodology, the researcher compared the data collected to the activity framework developed by Brophy and Alleman. The results showed that while teachers attempted to integrate, they failed to consider the goals of social studies curriculum. Recommendations include accounting for curriculum goals in multiple content areas and completing a lesson cycle while integrating curriculum.

The third article includes developing a process to integrate curriculum while focusing on content area goals. The process is developed, explained and applied to a 2nd grade integrated social studies unit with the support of a practicing 2nd grade teacher. After developing the unit, three practicing teachers provided feedback. On the whole, teachers provided positive feedback. However, they did not address the unit's alignment to curriculum goals.

DEDICATION

To my mother Angela and grandmother Katherine, my first teachers who taught me to love learning.

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I would like to thank my committee chair, Dr. Burlbaw, for all the support you have given me over the past 4 years. I would also like to thank my committee members, Dr. Craig, Dr. Matthews, and Dr. Stranges, for their guidance throughout the course of this research.

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Contributors

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NOMENCLATURE

AYP	Annual Yearly Progress
ELAR	English Language Arts and Reading
NCLB	No Child Left Behind
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills

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CHAPTER I

INTRODUCTION

Social studies teachers, at the elementary level, face an "instructional decision-making dilemma" regarding how, when and if to teach social studies (Heafner, 2018, p. 236). The multitude of studies showing the decline of social studies over the past 10 years reflect teachers' difficulties in terms of their curricular decisions (Fitchett & Heafner, 2010; Heafner & Fitchett, 2012; Fitchett, Heafner & VanFossen, 2014).

Decreased focus on elementary social studies curriculum increases advocacy for an integrated approach. In some Texas school districts, teachers no longer teach social studies as a separate subject in a separate block of time. Teachers are encouraged, and often mandated to teach social studies during the English/language arts/reading (ELAR) time block. While logistically this makes sense, saving time by teaching two subjects at once, it raises the question of whether true integration occurs. Are social studies goals and objectives considered? Are teachers supported and trained in integration? Do teachers understand considerations necessary to integrate curriculum effectively? What type of curriculum integration works best? These are just some questions raised concerning social studies integration with ELAR.

I experienced this push for integrated curriculum as a former elementary teacher. My school, like most, highly valued state assessment scores and accountability ratings, to the detriment of student learning. My administrators and curriculum coaches encouraged teachers to organize daily schedules in a way that maximized our instruction

time in reading and math, the two state performance assessment areas. I remember administrators explaining how social studies, in particular, could be "lumped in" with reading, providing more instructional time for reading skills and comprehension. In four years as a classroom teacher, I never experienced social studies professional development or instruction related to integrating social studies with ELAR. When I asked my colleagues how they handled integration, most explained integration in two ways: either they did not integrate and continued teaching social studies separately, or they included social studies texts in their reading instruction as much as possible. As a practicing teacher, I had no knowledge of frameworks, models or ways to approach integrated curriculum. I needed this information, along with professional development, to support my students' knowledge of both reading and social studies. These experiences led me to this dissertation project focused on integrated curriculum and the impact it has on elementary social studies curriculum.

Overarching Research Questions

This dissertation research, organized into three unique articles, discovers the theoretical and practical meaning of curriculum integration in the elementary social studies classroom. The overarching research questions guiding this study include:

1. What methods are used to organize curriculum to bring multiple subjects together?
2. How and why do elementary teachers utilize curriculum integration to teach social studies content?
3. What process for integrating curriculum ensures all subject area goals are met?

Literature

The push for accountability measures with standardized state testing spotlights math and reading as the focus of most elementary classrooms, with science and social studies relegated to "the back burner" (Vogler et al., 2007). The reality is the time for social studies instruction is minimal at best. Numerous studies show decrease in time spent on social studies in the elementary grades over the past decade and describe initiatives such as *No Child Left Behind* and other accountability measures as reasons for this lack of emphasis (Fitchett and Heafner, 2010; Heafner and Fitchett, 2012; Fitchett, Heafner and VanFossen, 2014).

Social Studies Marginalization

The scholarship around the lack of emphasis on elementary social studies is compelling. Brophy and Alleman (2008) suggest educators attribute negligence of social studies to increased standardization and state tested curriculum. According to Fitchett and Heafner (2010) time spent on social studies instruction significantly decreased over the past 20 years due to legislation such as *No Child Left Behind* and *Goals 2000*. Most likely, pressure to produce adequate scores in tested subjects resulted in the time decrease. Willis and Sandholtz (2009) noted testing measures often exclude social studies, therefore teachers eliminate social studies in favor of tested material. States that include social studies testing see increased time spent on social studies (Fitchett, Heafner and Lambert, 2014). But what happens when teachers focus more on math and reading than social studies instruction?

No Child Left Behind Act (NCLB) measures of Adequate Yearly Progress (AYP) link Title I funds to student scores (Maranto, 2015). School administrators pay closer attention to tested subject scores considered for AYP (Maranto, 2015). Due to funding needs, it is understandable schools feel pressure and focus on subjects such as math and reading. AYP targets solely reading and math, which decreases time spent on social studies instruction, particularly in the elementary school (Vogler et al., 2007).

Exactly how much social studies time has been lost? According to one study, instructional time recorded by elementary teachers since NCLB decreased about 19 minutes per week (Heafner & Fitchett 2012). In a subsequent study, Fitchett, Heafner and Lambert (2014) found that teachers in states where social studies is tested, report spending more instructional time on social studies. Therefore, state testing requirements heavily influence time spent on content area instruction in the elementary classroom. Findings by Fitchett and Heafner (2010) show teachers pay little attention to social studies in their classrooms. Theodore Rabb (2004) also discussed how tapering of curriculum reduced time spent studying history due to the ever-increasing emphasis on reading and math.

While accountability testing serves a purpose in most states regarding funding, educational leaders and administrators need to ensure social studies instruction remains. According to Feuerstein (2013), educational policy transitioned from "verifying the quality of the inputs" to "verifying the quality of outputs" (p. 877). This focus on testing and the lack of social studies instruction in the elementary classroom may have unintended consequences for students in their educational career. As they progress

through the grades, they experience inadequate instruction, therefore, lack opportunities to acquire adequate prerequisite content knowledge for middle school and high school courses where state testing is common.

The cycle of marginalization in social studies is not recent. Bolick, Adams and Willox (2010) found that preservice teachers had limited opportunities to observe social studies during their field experiences due to emphasis on tested subject areas. Interestingly though, Vogler et al. (2007) found, in their analysis of South Carolina teachers, that teachers with the least amount of experience tended to have a greater commitment to social studies than those with more experience. This willingness may be attributed to increased focus on teaching social studies and reading together, a strategy fostered by university methods coursework to address social studies content (Vogler, 2003, p. 209).

Integration Defined

Many definitions of integration exist; however, true *integration* occurs when subject areas are combined in a way that ensures subject area goals are being met. In other words, the two subjects complement and support each another. *Integrating* requires consideration of the scope and sequence and curriculum of both subjects. Further, activities must emphasize the Primary Principles outlined by Brophy and Alleman (1991): Goal Relevance, Appropriate Level of Difficulty, Feasibility and Cost Effectiveness. In true *integration*, activities and lessons must meet these four primary criteria in all included content areas.

Description of Three Articles

This dissertation study consists of an Introduction in Chapter I, three unique articles based on separate but coordinated studies (Chapters II, III and IV), and Conclusions (Chapter V). Each article, centered around questions and practices of organizing curriculum for integration, answers one of the three research questions guiding this dissertation study.

Chapter II

Description

In Chapter II (Article 1), I explore methods of curriculum organization used to meet disciplinary goals. Throughout the 20th century, a longstanding debate around the separate subject approach to curriculum and education existed. Some of the most popular organizational models include correlation, fusion, multidisciplinary, broad fields, interdisciplinary and transdisciplinary approaches. I created the Disciplinary Scale, which I used to explore each of these approaches and rate them based on the ways in which disciplinary learning is focused. This article provides a better understanding of the way curriculum is organized to integrate students' knowledge across several disciplines. This information provides practicing teachers and administrators with a better understanding of the types of organizational approaches that exist. The Disciplinary Scale helps teachers and administrators evaluate what approach works best for their school environment. I will submit Article 1 to the *American Educational History Journal*, sponsored by the Organization of Educational Historians. Specifications for the journal include no more than 25 pages utilizing *Chicago Manual of Style.* This study fits

into the scope of the journal because it focuses on wide range of topics within educational history, including curriculum. While the journal does not have an impact factor, it is a well-known journal in the area of curriculum history.

Procedures

After reviewing the literature on curriculum integration definitions, models and frameworks, I created the Disciplinary Scale to help evaluate approaches of curriculum organization for integration. The scale includes five categories: Disciplinary Knowledge, Connections within the Disciplines, Connections across Disciplines, Real World Problems and Separate Instructional Time. After a brief history of each of the seven popular models of organization, I provide examples for how each appear in schools. I also analyze each of the six approaches based on the Disciplinary Scale, ranking each approach based on the categories described above.

Chapter III

Description

In Chapter III (Article 2), I explore how three practicing elementary teachers bring together content area curriculum in their 4th grade classrooms. Utilizing case study methodology, I spend time with three 4th grade teachers at two different campuses in central Texas. I conducted interviews, made field observations and analyzed curriculum documents to determine how these teachers approached integrating social studies and reading in their classroom. Utilizing Brophy and Alleman's (1991) "Principles for the Design, Selection and Evaluation of Activities", I categorize each teacher's methods based on the Primary Principles that Brophy and Alleman outline as essential for quality

activities (p. 15). These principles include Goal Relevance, Appropriate Levels of Difficulty, Feasibility and Cost Effectiveness. These findings shed light on the extent these teachers integrate curriculum, what methods of organization they utilize, and how their instructional activities compare to Brophy and Alleman's (1991) framework.

I will submit Article 2 to *Theory and Research in Social Education*, a peer-reviewed journal sponsored by the National Council for the Social Studies College and University Faculty Assembly. Specifications for the journal include no more than 10,000 words and formatted according to the *APA Manual of Style.* This study fits into the scope of the journal because it centers around social studies education. *Theory and Research in Social Education* has an impact factor of 3.2 and is one of the leading social studies education journals.

Procedures

In Article 2, I utilize a qualitative case study approach to study how and why content areas are combined within elementary social studies classrooms. The participants included three 4th grade teachers from two school districts who teach social studies and either reading, writing or both. I conducted one semi-structured interview with each teacher, observed three classroom lessons in each classroom, and analyzed curriculum documents from each district such as curriculum guides and scope and sequences. I analyzed these sources of data by coding the documents according to Brophy and Alleman's (1991) instructional activities framework. I utilized four of the five categories of principles described in the framework including primary, secondary, optional and Implementation Principles.

Chapter IV

Description

Numerous models and examples for organizing curriculum exist. However, these models lack relevance to practicing teachers who have little say in topic progression and scope and sequence of topics. In Chapter IV (Article 3), I design a process for meeting curriculum goals through integration, allowing teachers to bring content areas together that is aligned to district curriculum. The Model for Meeting Curriculum Goals with Integration includes six phases: Research, Research, Goals and Objectives, Mapping of the Focus Content Area, Mapping of the Corresponding Content Areas to Support the Focus Content Area, Determining Assessments, Designing Activities, and Connecting to Past, Present and Future Learning. Each of the activities outlined in the unit incorporate the Primary Principles outlined by Brophy and Alleman (1991).

I utilized this process to design an integrated social studies unit for 2nd grade. With the help of a practicing 2nd grade teacher, I designed the unit to account for social studies knowledge and expectations while incorporating content area learning in reading, science and math. I utilized 2nd grade curriculum because this particular teacher shared an interest in curriculum integration. Additionally, this cooperating teacher taught in a self-contained classroom, giving her knowledge of each content area and methods for curriculum integration.

I will submit Article 3 to the *Journal of Social Studies Research*, an international, peer reviewed journal sponsored by the International Society for the Social Studies. Specifications for the journal include no more than 30 pages formatted

according to the *APA Manual of Style*. This study fits into the scope of the journal due to its focus on social studies curriculum development.

Procedures

Through an examination of the educational literature along with personal experiences, advocacy exists for curriculum integration in the elementary social studies classroom. However, I also find the present models deficient in feasibility and/or relevancy. Most elementary teachers lack authoritative voice regarding their yearly scope and sequence. In Article 3, I design a process where curriculum goals drive the focus of any integrated unit. Additionally, the process helps ensure that curriculum brought together remains aligned to district scope and sequences. I applied the process by designing an integrated social studies unit, paying close attention to the Primary Principles described by Brophy and Alleman (1991). The four-week unit, designed around a Fiesta San Antonio theme, was shared with three practicing teachers to gather feedback on the quality of activities provided.

Conclusion

In Chapter 5, I conclude the dissertation by summarizing the findings of each article and how these findings address the three research questions described above. I also present justification for why the articles are organized in the manner presented. Finally, I describe the study's relevance and the implications for practicing teachers, curriculum specialists and school leaders.

CHAPTER II

USING THE DISCIPLINARY SCALE TO EVALUATE CURRICULUM APPROACHES

Introduction

The debate on organizing curriculum in schools persists, particularly regarding the division of specialized subject education vs. general education. Even the elementary school, at one time devoted to self-contained classrooms, operates differently. Younger students, tasked with difficult discipline specific goals, find themselves segmented by content area. Elementary schools reflect semi-departmentalization, grouping subjects based on state testing requirements rather than curriculum goals or teacher expertise. In Texas, one often sees an elementary teacher responsible for either math and science or language arts and social studies. The most popular reason for this arrangement is the fact that math and reading include sate assessments beginning in the 3rd grade. By departmentalizing teachers, administrations hope to reduce teacher stress as they focus on a single tested subject, math or reading, rather than both. The goal for semi-departmentalization is increased student performance due to more intensive instruction. This leads to higher emphasis on the tested subjects, reducing time and focus on the non-tested subjects such as science and social studies.

However, social studies and science inclusion in the elementary school curriculum causes growing support for teachers to use integration as a method to incorporate social studies and science into the tested subjects. This primarily occurs in

reading. However, in my own experience and according to elementary teachers with whom I have worked, teacher supports for understanding methods for organizing curriculum for integration does not exist.

Purpose

As I explored approaches for organizing curriculum across the 20th century, I found the most prominent approaches cited include correlation, fusion, multidisciplinary, broad fields, interdisciplinary, transdisciplinary, and core curriculum. As I analyzed each approach, I noticed some approaches push for total integration of subject matter while others advocate for partial integration. I set out to determine how teachers use these organizational approaches, with their varying degrees of integration, to meet student needs, such as real-world application of knowledge, while also providing fundamental skill development within the content areas. I designed a Disciplinary Scale that allows me to rate each organizational approach along this scale. I hoped, through this process, to determine

- What methods are used to organize curriculum to bring multiple subjects together?

Literature

One of the most prominent education debates over the past century centers around the separate subject approach vs. the experience approach. The separate subject approach impacted the education system in the United States, particularly curriculum and school organization. Curriculum integration emerged as an instructional approach as the progressive education movement pushed back against the separate subject approach. In the following section, I summarize the debate around separate subjects, as well as

knowledge integration, and highlight the ways integration of ideas is important for student education and development.

The Single Subject Approach

According to Hopkins (1937), "the subject curriculum is characterized by a large number of subjects taught independent of each other. It assumes that education is something which an individual does before he enters adult life" (p. 198). The separate subject curriculum tends to be teacher driven, fact and skill driven, and relies heavily on students meeting essential benchmarks to move forward (Hopkins, 1937). Each separate subject includes a unique background, education, training, procedure, methods and content areas (Piaget, 1972).

The National Education Agency (1895) significantly impacted curriculum within schools as the Committees of Ten and Fifteen emphasized separate subjects in both the elementary and high school. Advocacy for the study of traditional subject and disciplines as the best method to provide optimal learning continues (Tanner & Tanner, 1995). According to Tanner and Tanner (1995):

> when the evidence fails to reveal these claimed benefits, instead of seeking ways of integrating these studies and relating them to the life of the learner and to social reality, there is a tendency to look to extreme learner centered approaches and to negate systematically organized knowledge. (p. 65)

This shift towards student centered approaches has impacted curriculum integration in the 20th century.

The emphasis on separate subjects continued into the 1950s with the space race emphasizing math, science and foreign languages. In the 1960's, Bruner's work placed

emphasis on separate subjects with his focus on structure of the disciplines (Beane, 1997). By the 1970's the discipline-based movement reemerged (Evans, 2004). This tradition continues today as separate subject organization remains prevalent in all levels of schooling. This prevalence is due to the extensive systems formed around specific subjects within school systems and educational organizations (Beane, 1997). Additionally, teachers' tradition of teaching using the same methods they experienced as students impacted the staying power of separate subjects (Beane, 1997). The organization of teachers and schools into discipline departments also influenced the popularity, as teacher identity and teaching certifications revolve around specific subjects (Beane, 1997). This connection between teachers and curriculum continues to push the separate subject approach forward.

Why Curriculum Integration?

Curriculum integration emerged in the late 19th century and throughout the 20th century was a prominent method to move away from the separate subject approach. A number of scholars and theorists who shifted away from the separate subject approach in the late 1800's into the early 1900's include Herbartian society members Charles A. and Frank M. McMurray and Charles DeGarmo's ideas about correlation between content and development (Gutek, 1995). Charles A. McMurray (1857-1929) was most known for his views on interdisciplinary curriculum, while his brother Frank M. McMurray (1862-1936), was most known for developing student teaching practices. Charles DeGarmo (1849-1934), another prominent Herbartian society member, wrote extensively on educational practice and theory. Additionally, Francis Parker's (1837-

1902) problem centered experiences (McMurry, 1927), and Dewey's (1859-1952) social experiences related to school life (Dewey, 1938) helped push forward the experience approach. John Dewey (1916), who tested his progressive ideas while at the University of Chicago, felt that one of the biggest problems with education itself was the separation of curriculum from everyday life. Even with these scholars pushing against separate subjects, curriculum makers continued to focus on the school experience on separate subjects.

Two major issues raised around the separate subject approach include overcrowded and disjointed curriculum. Wesley and Adams (1946) stated "since each subject tends to set its own limits and to demand that its requirements be met, their mere presence leads to an overcrowded curriculum" (p. 161). This overcrowded curriculum makes integration much more difficult, as focusing on separate subjects leads to isolated and unrelated topics (Wesley & Adams, 1946). Separate subjects make it more difficult to draw connections between subject areas and make it more difficult to draw connections to life itself. Curriculum integration developed because teachers had an "unease about the dissociation of what is taught in school and what is experienced in life, their despair at the practical difficulties raised by the proliferation of knowledge and so on" (Ingram, 1979, p. 20).

Educational reform movements also influenced the move away from separate subjects. Harold Alberty (1890-1971), known for his work on The Eight-Year Study and general education, explains three influences that led to breaking down subject matter lines within the curriculum (1938). First, the "success of the activity movement in

elementary education" allowed teachers to experiment with broad units that cut through subject area distinctions (Alberty, 1938, p. 223). Second, the push to see school as a focus on community life led to curriculum focused on home and community problems, naturally blurring of subject matter lines (Alberty, 1938). Third, changes within psychology influenced the push away from separate subjects as focus shifted away from the view that "Behavior as being made up of mechanical elements, and toward an organismic view. According to this conception, not only does the learner respond to an organic whole, but he responds to the total situation as well" (Alberty, 1938, p. 223). These educational reforms of the activity movement, community and psychology helped facilitate the push away from separate subjects.

While problems with the separate subject approach exist, educators and administrators acknowledge the correlation between separate subjects and integrative approaches. A critical feature of integration is the relationship between subjects and disciplines (Ingram, 1979). Ingram (1979) described the debate around subject matter vs. curriculum integration as an all or nothing matter; choose subjects or choose integration. This view is problematic because the two connect and "dependent upon association with each other" (Ingram, 1979, p. 24). There is need for further exploration of the relationship between discipline specific approaches and integrative approaches.

Integrating curriculum benefits student learning because it supports connections made across content area lines. According to some scholars, integrated curriculum provides students with needed skills (Drake & Burns, 2004), improved learning outcomes (Beane, 1995) and engagement (Drake, 1998). Many scholars find students

supported through integration as the curriculum is more relevant to their needs and interests (Jacobs, 1989) while also providing real world application (Beane, 1997). For teachers, benefits include support for understanding content and support for their teaching community (Ingram, 1979).

Knowledge Integration

According to the National Council for the Social Studies, "The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (National Council for the Social Studies, 1994, p. 3). If developing students into good citizens serves as our main goal, we must expose them to a variety of topics, issues, themes and ideas. These topics, issues, themes and ideas that occur in real life transcend content area or disciplinary boundaries. As Crowell states, "The more ways we tell students that the universe is made up of independent fragments, the more their minds will conceptualize and reproduce such a world" (1989, p., 61). Ultimately, we want civically competent students who use knowledge and experiences in the real world (National Council for the Social Studies, 1994; Beane, 1995).

Across the 20th century we see knowledge specialization become more and more dominant. All levels of schools are organized around disciplinary lines, teachers are certified to teach specific subjects, and course requirements are built around specific disciplines. Curriculum integration emerged as a way to prepare students for life. Ward, Suttle and Otto (1960) describe the importance of understanding integration within the individual prior to understanding integration of curriculum. Integration of the individual

involves “all that makes up that which is called an individual” (Ward, Suttle & Otto, 1960, p. 10). Integration, involving the idea of self, is the process of “correlating parts, seeing relationships, making generalizations and syntheses” (Ward, Suttle & Otto, 1960, p. 26). The role of integration is one of internal and external awareness (Ward, Suttle & Otto, 1960). Ultimately, we want our students to understand specific disciplinary skills, objectives, philosophies and methods, yet within the context of life itself.

The Disciplinary Scale

The Disciplinary Scale was created as a way to provide information about the major types of curriculum organization approaches. Due to the organization of schools around subject disciplines, as well as the major curriculum goals students need to achieve in separate subjects, most school environments cannot utilize a 100% integrated approach. When determining what curriculum approach to utilize, it is essential to understand how the approach is structured. The Disciplinary Scale provides information to aid in understanding the variety of organizational approaches to subject area learning. Figure 1 includes a list of each category within the Disciplinary Scale.

- Disciplinary Knowledge
- Connections within the Disciplines
- Connections across Disciplines
- Real World Problems
- Separate Instructional Time

Figure 1 Disciplinary Scale Categories

Justification for Disciplinary Scale

The first category, *Disciplinary Knowledge* indicates a primary emphasis on disciplinary knowledge and skills. This category involves teaching subject areas independent of other subjects with no emphasis on connecting learning together. Approaches primarily focused on Disciplinary Knowledge tend to be teacher, fact and benchmark driven. The second category on the scale is *Connections within the Discipline*. These approaches focus on curriculum goals and objectives while also building connections within the disciplinary field of study. For example, in a geometry lesson, links to other math disciplines, such as algebra or trigonometry, may exist.

Connections across Disciplines is the third category, indicating an approach is focused on building connections across disciplines. Connections are made across disciplines and include subjects a teacher teaches, previously learned content from former grades or units, or future learning at upcoming grades or units. When utilizing an approach that makes Connections across Disciplines, it is critical the teacher has knowledge of curriculum goals and objectives in other content area.

Real World Problems is the fourth category on the scale, indicating an approach focused on real world problems and issues. This includes building connections to real world situations, solving real world problems, and allowing student input in the learning process. The last category on the scale, *Separate Instructional Time,* indicates how teachers organizes the learning experiences for students. Some approaches keep the school day organized around traditional content areas while other approaches organize the day around problems or projects, making the separate subject topics less identifiable.

Analysis of Curriculum Organization Approaches

While many organizational and disciplinary approaches to curriculum exist, the most popular approaches in the 20th century include correlation, fusion, multidisciplinary, broad fields, interdisciplinary, and transdisciplinary. These approaches vary in how they view disciplinary knowledge. Figure 2 illustrates the continuum of curriculum organization approaches.

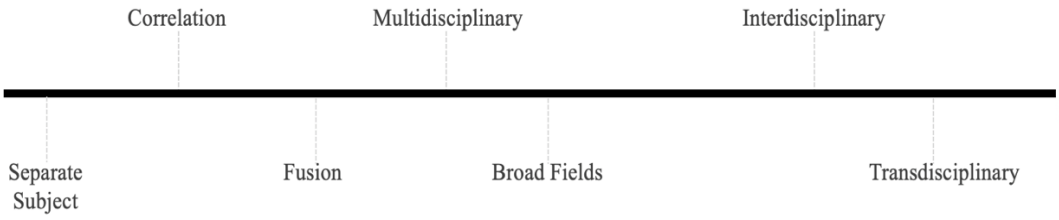

Figure 2 Continuum of Curriculum Organization Approaches

Each approach represents a unique view on how discipline knowledge organization. While each approach did not intend to integrate student knowledge, each

approach did intend to bring disciplinary knowledge together in a unique way. In the following section, I describe each of the organizational approaches, and analyze each approach based on the categories outlined in the Disciplinary Scale, described above. See Table 1 for the complete analysis of all approaches. As district administrations urge campus administrators and teachers to utilize curriculum integration in their elementary classrooms, these descriptions and the Disciplinary Scale helps them determine the best approach for their environment. The Disciplinary Scale also helps administrators and teachers understand connections between theories and practices that differentiate these approaches.

Table 1 Analysis of Curriculum Organization Approaches using the Disciplinary Scale

	Disciplinary Knowledge	**Connection within the Discipline**	**Connection across Disciplines**	**Real World Problems**	**Separate Instructional Time**
Single subject	+	-	-	-	+
Correlation	+	0	0	-	+
Fusion	+	0	-	-	+
Multidisciplinary	+	0	0	0	+
Broad Fields	+	+	-	0	+
Interdisciplinary	0	+	+	0	-
Transdisciplinary	0	0	0	+	-

Key

+ = Primary Focus
0 = There when Needed
- = Totally Ignored

This table shows a teacher following the correlation model emphasizes disciplinary knowledge and separate instructional time for the subject. On occasion,

when appropriate, teachers utilizing correlation make connections within the discipline or across disciplines. With correlation, there is no emphasis on relating discipline to real world problems or questions.

Notice disciplinary knowledge is the primary focus for most of the approaches shown in Table 1. Only the interdisciplinary approach maintains the primary focus of building connections within and across disciplines. None of the approaches focus on both disciplinary knowledge and answering real world questions. The approaches that separate instructional time make it difficult to connect across disciplines, either from a lack of teachers' content area knowledge or a lack of opportunities to collaborate. When utilizing approaches such as correlation or multidisciplinary approaches, opportunities to collaborate with other content area experts, to form authentic connections, are essential.

In the next part of the article, I provide examples of the approaches, many of which are quite similar. I found it helpful to utilize examples of practice, applying the terms in ways they seen within educational settings. Each section includes examples of the organizational approaches. Compare these organizational approaches to an example of the single subject approach, seen in Table 2.

Table 2 Example of Single Subject Approach

	Social Studies	Math	Science	ELAR
Single Subject	Teacher teaches students to use bar graphs to show population of states	Teacher teaches students to use bar graphs to represent numbers of items	Teacher teaches students to use bar graphs to show numbers of fauna in a field collection	Teacher does not teach bar graphs – not in curriculum standards; students don't represent data they read about

Table 2 shows how bar graph skills are taught by two of the three teachers. However, the teachers fail to connect the use of bar graphs in other discipline areas.

Correlation

Correlated curriculum presents a first step away from the separate subject approach on the Continuum of Organizational Approaches shown in Figure 2. The goals of correlated curriculum remain guided by separate subject lines (Hopkins, 1937; Wesley & Adams, 1946). Correlated curriculum involves relating subject matter when possible but with little attempt to change the ultimate goals of the learning or the teaching methods (Hopkins, 1937). Essentially, correlation occurs with connections between subjects, while not compromising "that which has always been recognized as important" (Hopkins, 1937, p. 201). Essentially, connections to life and other content areas occur yet prove unplanned and not the focus.

Making connections between disciplines is often misunderstood as integration, indicating issues with teachers utilizing correlation under the name of integration. For example, during a reading unit on summarization, an elementary teacher reads the picture book "Coming to America: The Story of Immigration" by Betsy Maestro (1996),

and tasks students to summarize the beginning, middle and end of the book. The primary learning skill in focus, summarizing, was applied using a social studies themed book. While the picture book contains social studies topics and themes, the book served as a tool for summarizing, not for its social studies content. Though connections to life or other disciplines may occur, no planned attempt to connect the learning standards from multiple curriculums exists. Table 3 illustrates how the various teachers organizing content in a correlated approach address the content skill of bar graphs

Table 3 Example of the Correlated Approach

	Social Studies	**Math**	**Science**	**ELAR**
Correlation – these explanations are not coordinated and do not happen at the same time in the school year.	Social Studies teacher teaches students to use bar graphs to show population of states. Social studies teacher explains how students can use bar graphs in math, science and reading.	Math teacher tells students that bar graphs can be used in math to represent numbers of items. Math teacher tells students bar graphs can be used in social studies to represent populations and numbers in science.	Science teacher tells students to use bar graphs to show numbers of fauna in a field collection. Science teacher tells students bar graphs can be used in social studies to represent populations	ELAR teacher isn't likely to tell students bar graphs can be used in social studies to represent populations. Social studies teacher tells students they can represent data found in literature using bar graphs.

Table 3 represents an example of bar graph skills taught by three of the four teachers. It shows how three of the four teachers mention how the topic applies in other subjects. However, the ELAR teacher, whose curriculum does not focus on bar graphs, does not make those connections.

Fusion

Fusion provides problems to be solved in which a variety of disciplinary learning is included (Hopkins, 1937). As Park and Stephenson (1940) wrote, fusion is the organization of learning units that do not take account of specific subject boundaries. Hopkins (1937) and Wesley and Adams (1946) explain how this approach looks in social studies, where the separate subjects of geography, history, civics, economics and others no longer exist, but instead included a general course of social studies.

Fusion was particularly popular in the elementary social studies classroom in the 1940's (Halvorsen, 2013). In her work on the history of social studies, Halvorsen (2013) described the elementary social studies fusion curriculum as "structured around topics, issues, geographic areas, or time periods" (p. 78). According to Halvorsen (2013), during the 1940's, aspects of separate subjects remained, however fusion remained most popular.

The fusion approach does not apply only to the social studies. Fusion applies to courses or units of study where multiple disciplines come together. For example, this occurs when reading teachers focus on a particular genre and cover reading, writing, listening and speaking skills in the unit. Table 4 shows another example of the fusion approach.

Table 4 Example of the Fusion Approach

	Social Studies	Math	Science	ELAR
Fusion – teacher in other subjects are not included in instruction	Content knowledge is not focus – teacher engages students in exploration of change in population over time - social studies teacher makes connection to knowledge and skills from other subjects.	No participation SS teacher uses line graph knowledge taught in math to represent change over time.	No Participation SS teacher has students calculate change in food availability and relation to population growth.	No participation SS teacher has students read and write reports that tell about population growth and contributors to growth.

Table 4 highlights one example of fusion where only the social studies teacher connects the topic of population change to other content areas. The social studies teacher has students explore population change in ways that require other content area knowledge to make sense of the topic. Topics and skills taken from math, science and ELAR, (line graphs, food availability, and reports) may not comprise the topics and skills covered in the math, science and ELAR curriculum at that time.

Multidisciplinary

The multidisciplinary approach brings together subjects around a central unit or theme (Beane, 1997; Harden, 2000). While subjects come together in multidisciplinary approaches, the lens remains focused on the separate subjects. According to Gibbons (1979), "if the concepts and propositions about the same object were allowed to lie side by side without any attempt to synthesize, this would be called multidisciplinary study; alternatively, in attempting synthesis, one is attempting integration" (p. 323).

Additionally, Harden (2000) points out that "the characteristic of multidisciplinary integration is that, whatever the nature of the theme, it is viewed through the lens of subjects or disciplines" (p. 554).

Robin Fogarty highlights several multidisciplinary approaches within her book "How to Integrate the Curricula" (2009). She highlights 10 ways of integrating curriculum, five of which fall under the multidisciplinary organization. These five approaches include sequenced, shared, webbed, threaded and integrated (Fogarty, 2009). Fogarty provides practical descriptions utilizing graphics and diagrams to represent the approaches. The multidisciplinary approach differs from fusion in that fusion makes a new topic based on the integrative parts, while the multidisciplinary approach brings integrative parts together but still identifies them as separate. The representation shown in Table 5 provides an example of the multidisciplinary approach as applied to state populations.

In practice, multidisciplinary curriculum takes on a variety of formats. For example, in a self-contained elementary classroom, it is popular for teachers to organize curriculum into thematic units. A first-grade class might study weather as a unit. This allows the teacher to cover science and social studies concepts regarding weather patterns and how they affect the environment. This weather unit also provides opportunities to expose students to a variety of texts involving weather and how humans interact with weather.

Table 5 Example of the Multidisciplinary Approach

	Social Studies	Math	Science	ELAR
Multidisciplinary - these explanations are coordinated and happen at the same time in the school year.	Teacher teaches students to use bar graphs to show population of states.	Math teacher teaches students about how to construct and analyze bar graphs as a way of representing data.	Science teacher teaches students to represent data from experiments in bar graphs.	ELAR teacher teaches students to analyze text features from expository texts which include a variety of graphs and charts including bar graphs.

In Table 5, notice that each teacher provides opportunities for students to apply knowledge and skills around the topic of bar graphs. The teachers collaborate to ensure that they each apply the focus topic or skill at the same time.

Broad Fields

Broad fields curriculum is made up of several large fields of study (Hopkins & Hammer, 1937). The social studies form a broad field because it is made up of the fields of government, civics, cultural studies, geography, history and economics. The broad fields curriculum is present in the elementary schools, with general subjects such as social studies, language arts, science and math (Hopkins & Hammer, 1937). In fact, all subject areas listed previously fall under the broad fields classification as they pull together numerous aspects of a discipline to make up the curriculum.

Hopkins and Hammer (1937) describe how broad fields approaches vary depending on the philosophy guiding the curriculum, either the experience curriculum or the subject philosophy. In experience guided broad field curriculum, specific situations

avoid the meticulous planning as seen in the subject guided curriculum (Hopkins & Hammer, 1937). The learning is also much more restrictive in the subject guided broad fields curriculum approach, although much less so than the traditional separate subject approach (Hopkins & Hammer, 1937). The term "broad" fits this method well, as it encompasses a broad range subjects and applicability.

While similar to fusion, the broad fields approach is different because it focuses on integrating knowledge across an entire disciplinary field, where fusion is focused on bringing together a few disciplines to create a new course or curriculum. The organization of elementary content area standards in Texas is an example of the broad fields method. For example, in all elementary math classes, the content area standards include specific learning expectations in numbers and operations, algebraic reasoning, geometry and measurement, data analysis, personal financial literacy and problem solving. As students' progress through their educational careers, each of these areas become more and more specialized with their own courses and curriculum.

Table 6 Example of the Broad Fields Approach

	Social Studies	**Math**	**Science**	**ELAR**
Broad Fields – these explanations are not coordinated and do not happen at the same time in the school year.	Modern history course which brings together history, civics, culture, government, economics and geography but applied to 20th century.	Precalculus course where students apply concepts and connect ideas in geometry, probability, statistics, trigonometry, and calculus to model physical situations.	Integrated Physics and Chemistry (IPC) course that brings together knowledge of both physics and chemistry and how they work together.	Teacher teaches a unit on expository text where students reading, listen to, speak about and write expository texts.

Table 6 illustrates how the broad fields approach emphasizes building connections within the discipline. A new course of study or unit forms around a disciplinary field, pulling together several specific areas. The new course of study or unit includes its own specific goals and, because there exist connections with other disciplines, those goals are included.

Interdisciplinary

Interdisciplinary refers to the type of curriculum that occurs when disciplines or sub-disciplines come together around a common theme. This occurs by bringing together different disciplines, such a math and science to study measurement. Jacobs (1989) describes interdisciplinary as "a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic or experience" (p. 8). However, Jacobs (1989) argues against the use of interdisciplinary methods for the sake of using them. Like any other instructional method, interdisciplinary methods are best utilized when the unit of study and expectations for student learning are the central focus.

While interdisciplinary curriculum sounds similar to multidisciplinary curriculum, the two differ. Interdisciplinary curriculum pays "no reference to individual disciplines or subjects, and subjects are not identified as much in the timetable" (Harden, 2000, p. 555). Instead of focusing on the separate subjects, emphasis rests on the themes of study and the commonalities shared among the disciplines as they relate to the theme of study (Harden, 2000). In "How to Integrate the Curricula" (2009) Fogarty highlights three approaches within the interdisciplinary approach. These include cellular, connected

and nested (Fogarty, 2009). By focusing on the theme of study, separate subjects become secondary, brought in based on needs, and allow for in depth analysis. While organized around real-world questions in a way that removes content area segmentation, interdisciplinary curriculum strives to meet specific curriculum goals.

In practice, interdisciplinary curriculum takes a variety of forms. For example, an elementary class that completes a project-based learning unit around recycling, allows students to apply science and social studies concepts such as natural resources and conservation. Student activities include creating recycling plans for their school, inclusion of media and financial literacy topics to determine how to raise money and buy materials for their recycling goal serve as a few examples. Table 7 provides a picture of the interdisciplinary approach as it applies to conservation.

Table 7 Example of the Interdisciplinary Approach

	Social Studies	**Math**	**Science**	**ELAR**
Interdisciplinary - these explanations are coordinated and happen at the same time in the school year.	Teacher teaches unit on conservation and students solve conservation problems using social studies knowledge and skills.	Teacher teaches unit on conservation and students solve conservation problems using math knowledge and skills.	Teacher teaches unit on conservation and students solve conservation problems using science knowledge and skills.	Teacher teaches unit on conservation and students solve conservation problems using ELAR knowledge and skills.

Table 7 also highlights how the interdisciplinary approach primary focus on the topic or theme, applied within a variety of content areas. Each of the content areas cover the topic or theme at the same time, whether by one or multiple teachers.

Transdisciplinary

Transdisciplinary integration, "transcends the individual disciplines" with a focus "not a theme or topic selected for this purpose, but the field of knowledge as exemplified in the real world" (Harden, 2000, p. 555). The idea of transdisciplinary integration stems from the work of Alfred North Whitehead (1929) and his push for education based on life experiences rather than separate subjects. The transdisciplinary approach allows for life problems to become areas of study within the classroom.

The transdisciplinary approach answers real life problems and brings relevance to student learning. The transdisciplinary approach is predominantly built around student raised concerns or questions (Drake & Burns, 2004; Beane, 1997). Transdisciplinary curriculum also includes negotiation, where teachers and students negotiate the curriculum, teaching methods and assessments based on their own interests and questions (Drake & Burns, 2004). As with all other approaches, a variety of applications exists when putting the approach into practice. Fogarty, in *How to Integrate the Curricula* (2009) provides two approaches to integration utilizing the transdisciplinary approach, immersed and networked. With the transdisciplinary approach, students play a vital role in both the material taught and how they learn it.

With the transdisciplinary approach, teachers include concepts as they apply to the questions raised and the negotiated curriculum. For example, a second-grade class

poses a question ‘How do we want to help our world?’ The class works together to determine how to help people meet their basic needs. Content area instruction emerges as students plan projects that answer the posed question. Specialized content instruction is given to each student or group. Therefore, the teacher works with students and groups individually to ensure project success. Table 8 displays another example of the transdisciplinary approach.

Table 8 Example of the Transdisciplinary Approach

	Social Studies	Math	Science	ELAR
Transdisciplinary – no separation of content areas or instructional time	The teacher and students generated a question to study: “How can human behavior change the environment?” The students worked in groups to determine answer this question and design a project that displays their findings. One team wanted to represent numerical data and the teacher worked with the students on displaying data in a variety of ways, including bar graphs			

Table 8 shows how knowledge from each discipline forms around the relevance of the topic as well as individual student needs. After posing a question, the students work to answer the question, applying knowledge and skills as needed. While not all the groups needed to know about displaying data, the students that did were able to gain the necessary skills to display their findings.

The previous sections included explanations of seven different models of organizing content. For each, the examples provided show how a similar content topic, bar graphs, appear in the disciplinary teachers’ instructional activities. The last two approaches, interdisciplinary and transdisciplinary, include the goal of integrating

knowledge within the students. The interdisciplinary approach adheres to disciplinary areas but integrates the learning, thereby ensuring all content is covered. The transdisciplinary approach ignores specified content areas and focuses on issues important to the learner, incorporating only the disciplinary knowledge needed to address the questions.

Conclusions

While bringing subject areas together seems like the best way for elementary teachers to include social studies in their classroom, while simultaneously meeting the demands of testing and accountability; the truth is, little knowledge exists related to the effects of integration on student learning. Though the term integration is used in elementary schools when joining subjects like social studies and reading, little support or professional development occurs on the types of integration. We know that young students must understand specific disciplinary knowledge and skills, yet how it relates to the world outside of schools is also of importance. We need to approach integration as one method to meet the needs of students. At the present time, integration is primarily seen as an organizational method that merely provides an accidental way to include content areas, such as social studies, when there is not enough time, support or knowledge to teach them adequately. Within each of the approaches discussed, correlation, fusion, multidisciplinary, broad fields, interdisciplinary and transdisciplinary, there exist more specific models and explanations for implementation within the classroom. The Disciplinary Scale allows teachers and administrators access

to integration by serving as an instructional tool, a tool to help determine which approach best meets their curriculum needs and school environment.

CHAPTER III

AN ACTIVITY ANALYSIS OF SOCIAL STUDIES INTEGRATION IN THREE ELEMENTARY CLASSROOMS

Introduction

The emphasis on standardized testing focuses the curriculum of the elementary classroom on math and reading. This focus on tested subjects relegates other subjects, such as science and social studies to, "the back burner" (Vogler et al., 2007). The time allocated for social studies is minimal at best caused, in large part, by initiatives such as *No Child Left Behind* (Fitchett & Heafner, 2010; Heafner & Fitchett, 2012; Fitchett, Heafner & VanFossen, 2014).

The social studies are not alone. Other disciplines share in the neglect caused by the testing movement. Ever since *A Nation at Risk* (National Commission on Excellence in Education, 1983), fewer conversations around disciplinary knowledge occur. Instead, discourse centers around test performance. Even within heavily tested subjects, such as math and reading, the content area curriculum narrows to a focus primarily on tested information (Vogler 2005, 2006).

In the elementary classroom, more emphasis centers on the tested subjects. With the emphasis on math and reading, the tendency to bring multiple disciplines together utilizing approaches that do more with less heightens. Seen as a way to 'shoot two birds with one stone,' combining social studies and other subjects, particularly reading and writing remains popular. Emphasis on the types of activities and resources utilized when

integrating content areas constitutes uncharted territory. Often, as a standalone activity or reading passage, the social studies content presented when utilizing integration proves lackluster and watered, lacking emphasis on real world knowledge or skills. This study explores ways and reasons why elementary teachers attempt to integrate social studies with other content areas.

Literature

Social Studies Marginalization

Brophy and Alleman (2008) suggest educators attribute the marginalization of social studies to increased focus on state tested curriculum. According to Fitchett and Heafner (2010) legislation such as *No Child Left Behind* and *Goals 2000* led to a decrease in time spent on social studies. This most likely comes from pressures to produce adequate scores in tested subjects. The pressures of testing often exclude social studies, particularly at the elementary level, leading teachers to eliminate social studies in favor of tested material (Willis & Sandholtz, 2009; Fitchett, Heafner & Lambert, 2014). According to Fitchett and Heafner (2010), it is common for teachers to pay little attention to social studies in their classrooms compared to other subjects. Instructional time recorded by elementary teachers decreased about 19 minutes per week since 2000, when the United States Congress passed NCLB (Heafner & Fitchett 2012).

Are All Lessons Created Equal?

While extensive scholarship abounds related to social studies marginalization and time spent in social studies, less research on the types of activities that occur in elementary classrooms exists. Brophy and Alleman's (1991, 1992) work in learning activities particular to the social studies and describe activities as "anything that students are expected to do…in order to learn, practice, apply, evaluate, or in any other way respond to curricular content" (1991, p. 9). The authors outlined a set of four Primary Principles (Goal Relevance, Appropriate Levels of Difficulty, Feasibility and Cost Effectiveness) required in all activities to ensure meaningful learning outcomes (Brophy & Alleman 1991).

Merging subjects such as reading and social studies seems logical, yet in practice tends to focus solely on reading. As McGuire (2007) states, "simply reading about topics in the social studies for comprehension and skill development does not address social studies goals or the civic missions of schools" (p. 621). Alleman and Brophy (1993) describe issues with integrated social studies as "either lacking educational value in both subjects," or as promoting other subject area goals over the social studies goals (p. 287).

Integration in Practice

A comprehensive history of integration as a method of organizing curriculum, with its diverse interpretations and definitions, includes scholars like Dewey (1916), Parker (1894), Beane (1995, 1997), Fogarty (1993), Jacobs (1993), and Drake (2004). Numerous curriculum organization definitions and models exist that bring disciplines together, its effective use in practice remains obscure. As a former elementary teacher, I

heeded encouragement by administrators and curriculum specialists to cover social studies during reading instruction. Unfortunately, I received no training or support for effective approaches and implementation strategies.

In practice, the term integration maintains a singular meaning, leading teachers to imply a single method of integration. Testing pressures in math and reading define integration as instruction focused on reading and math with other subjects included for support. Most commonly, the social studies and reading integrate to support reading goals and reading curriculum. For example, teachers may utilize a social studies themed picture book to cover reading skills such as cause and effect or summarizing. In the upper elementary grades, social studies themes pervade reading passages, passages which allow students to practice test taking and comprehension strategies while reading social studies topics. The absence of social studies curriculum consideration with this method poses a significant problem. Consequently, students find themselves unprepared to interact with social studies ideas and themes. The method equates social studies value to little more than something to read about, not something to think about.

While this view of integration does not focus on social studies curriculum goals, it does emphasize disciplinary literacy (Shanahan & Shanahan, 2008). Disciplinary literacy, as described by Shanahan and Shanahan (2012), includes an "emphasis on the knowledge and abilities possessed by those create, communicate, and use knowledge within the disciplines" (p. 8). Different from content area literacy, disciplinary literacy focuses on the skills that experts the disciplinary utilize to understand unique texts (Shanahan & Shanahan, 2012). Rather than a set of generalized reading skills,

disciplinary literacy skills remain unique to the discipline (Shanahan & Shanahan, 2012). For example, in social studies, when introducing a picture book to students, the teacher might share information about the author such as why they wrote the text and what biases went into the views shared within the text. The text is read and analyzed for discipline specific structures such as sequence of events or cause and effect relationships. This is disciplinary literacy mislabeled as integration. The problem with labeling this approach as integration is that integration generally describes how curriculum is organized, not pedagogical strategies.

When searching the prominent journal *Theory and Research in Social Education* sponsored by the College and University Faculty Assembly for articles that included the term integration, integrating or integrate in the title, only seven articles emerged from the past 20 years. Of those, four focused on technology integration within social studies teaching, one described how to include Holocaust education topics within middle school curriculum, leaving only two focused on bridging literacy and social studies curriculum. This indicates a need for scholarship centered on the impacts of integration on social studies teaching and learning.

Integration Defined

While most scholars agree that integration involves bringing multiple subjects together, the debate centers on how that occurs. True *integration* occurs when multiple subjects come together while meeting objectives for each subject area. The two subjects compliment and support one another yet include curriculum goals from both. True *integration* considers the scope and sequence and curriculum of both subjects and

include high quality activities. High quality activities consist of the A. Primary Principles outlined by Brophy and Alleman (1991): Goal Relevance, Appropriate Level of Difficulty, Feasibility and Cost Effectiveness. In order for true *integration* to occur, activities and lessons must meet these four primary criteria in all integrated content areas. This definition differs from how the teacher participants in this study describe integration. Therefore, in the rest of this article I utilize italics to distinguish my definition of *integration*.

Purpose of the Study

As a graduate student, I have spoken at length with numerous in-service and pre-service teachers about integration. Many have experiences similar to those I described above, encouraged to integrate social studies with reading with no resources or support. Beginning my study of social studies integration led to dismay related to a lack of emphasis on lesson quality. Often, the idea of integrating social studies was good enough. This implies math and reading emphasis and quality with little regard for incorporating social studies. Therefore, I asked the following research questions:

- How are elementary teachers integrating social studies with other content areas?
- Why are elementary teachers integrating social studies with other content areas?

Framework

Activities as Instructional Tools

As I considered the quality of social studies lessons, I discovered Brophy and Alleman's (1991) article titled "Activities as Instructional Tools: A Framework for Analysis and Evaluation." Jere Brophy and Janet Alleman's work highly influence the field of social studies education and research. Regarded for their work while at Michigan

State University, they authored many articles and books on social studies teaching and learning. In their most cited 1991 article, the authors form a conceptual analysis tool along with principles to consider when designing, selecting or assessing activities. The analytic framework includes A. Primary Principles, B. Secondary Principles, C. Principles that Apply to Sets of Activities, D. Optional Principles and E. Implementation Principles (Brophy & Alleman, 1991). Appendix A includes a description of each principle. In this study I address findings related to Primary Principles, Secondary Principles, Optional Principles and Implementation Principles. I include Primary Principles because these are necessary criteria that all activities must include. I include Secondary Principles because these are additional, desirable features for activities. I incorporate Optional Principles due to their particular criteria around integration and extra content insertion. Finally, I include Implementation Principles in order to study activity use methods in each of the three classrooms. I chose not to exclude sets of activities due to my inability to observe an entire curriculum unit.

Focus on Primary Principles

While findings include aspects of Primary, Secondary, Optional and Implementation Principles, particular emphasis rests on the Primary Principles. According to Brophy and Alleman (1991), these four primary criteria must be included in all activities (the authors used social studies and the focus when developing the framework – however the principles apply to all subject areas). These Primary Principles include A1 Goal Relevance, A2 Appropriate level of difficulty, A3 Feasibility and A4 Cost Effectiveness. True *integration* requires fidelity to each criterion within each of the

subject areas addressed. As I spent time in classrooms observing lessons and analyzing curriculum documents, I focused on identifying instances where Primary Principles were addressed.

Context

Participants

Participants in this case study include three 4th grade teachers in Texas. Each teacher's responsibilities include social studies and one other content area. Table 9 displays more information about the three participants. Mrs. Martinez's students visit her each day for reading, writing and social studies and a separate teacher for math and science. Mrs. Martinez and her partner teacher rotate days instructing in English and Spanish. Mrs. Thomas and Mrs. Bowers have a unique set of responsibilities in terms of content area responsibilities. They work together with a third teacher and their students rotate through them each day. Mrs. Thomas covers writing, Mrs. Bowers reading, and the third teacher math. Mrs. Bowers and Mrs. Thomas share the social studies. Each of them teaches science at the end of the day, but only to their homeroom class.

School A and School B are suburban schools located in Central Texas. School A, where Mrs. Martinez teaches, serves 645 students in Kindergarten through 4th grade. Of those 645 students, 69% classify as economically disadvantaged and 26% classify as English learners. School B, where Mrs. Thomas and Mrs. Bowers teach, serves 622 early childhood through 4th grade students. Of these 622 students, 97% classify as economically disadvantaged and 34% classify as English learners. In Texas, 4th grade

students sit for annual in reading, writing and mathematics assessments (Texas Education Agency, 2019).

Table 9 Participant Information

Participant	Grade Level	Years of Teaching	Content Areas	School
Mrs. Martinez	4th	16	Bilingual Reading, Writing, Social Studies	School A
Mrs. Thomas	4th	14	Writing, Social Studies	School B
Mrs. Bowers	4th	22	Reading, Social Studies	School B

** Pseudonyms replace names.*

Station Organization

Many elementary teachers organize their classroom into activities or stations, where students rotate after a designated amount of time. During the rotations, the teacher usually works with a small group of students on a particular skill or instructional activity. This organization allows students to interact with a variety of activities while also giving the teacher an opportunity to support student needs. For example, Mrs. Bowers divided her classroom instruction into four stations which included computer, independent work, silent reading, and small group instruction. Prior to starting station time, Mrs. Bowers went over instructions with the class about what computer program to work on, and what activity to complete during independent work. During my

observations, independent work consisted of either a worksheet or an interactive notebook activity. Usually, the independent station incorporated the social studies topics.

Each of the three teachers utilized stations at some point during their instruction. Mrs. Martinez explained that in the Fall semester, she taught social studies as a separate 30-minute time block. After receiving feedback from testing scores in math and science, her administration mandated she no longer teach social studies as a separate block of time. This led several of her teammates to disregard social studies entirely. Mrs. Martinez chose to integrate it with reading instruction as well as include social studies themed reading assignments during breakfast time. Mrs. Thomas described using stations during the middle of the week, after introducing the weekly writing skills. This occurred on Monday with Fridays generally reserved for assessments. Mrs. Bowers described utilizing stations extensively and that social studies was only incorporated within a station activity.

Time for each station differed for each teacher. Mrs. Bowers who utilized stations daily, allowed 15-20 minutes in each of the four rotations for each 90-minute class block. Mrs. Thomas utilized stations for the majority of the 90-minute block but only mid-week. Mrs. Martinez varied the time and rotations based on the needs and topics of the day.

TEKS Structure

In Texas, each grade and content area include a set of curriculum goals called Texas Essential Knowledge and Skills (Texas Education Agency, 2011), commonly referred to as TEKS. The TEKS organize in a vertical outline style list and include

knowledge and skill statements designated by number. Knowledge and skill statements represent major goals students need to achieve during the school year. Below each knowledge and skill statement is a series of expectations that demonstrate student achievement of the TEKS knowledge or skill. These expectations denoted by letter. The objectives include verbs depicting what student active learning actions as well as applied content. Table 10 provides an example of one of the Texas 4th grade social studies TEKS for the History strand.

Table 10 4th Grade TEKS Example

Knowledge Statement	2. History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:
Student Expectations	(A) Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion; (B) Identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; René Robert Cavelier, Sieur de la Salle on the settlement of Texas; (C) Explain when, where and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón; (D) Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and (E) Identify the accomplishments and explain the economic motivations and impact on significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas

(Texas Education Agency, 2011)

Teachers and curriculum writers in Texas focus primarily on the student expectations with little focus on the knowledge and skills statements. For example, in the curriculum materials examined from the school districts where Mrs. Martinez, Mrs. Thomas and Mrs. Bowers teach, only include the student expectations. Without the

knowledge and skills included in the district curriculum, teachers must assume student expectation performance equals student learning and social studies knowledge acquisition.

Methods

I utilized the case study method for this study to gain a more holistic view of the practices of teachers (Baxter & Jack, 2008). Utilizing the qualitative case study design allows for answering questions about how and why things occur, while also allowing the case to form naturally within the context (Yin, 2003). Utilizing a single case with embedded units allowed me to study and learn how teachers organize social studies while also studying the unique conditions of the three teachers' settings (Baxter & Jack, 2008). The embedded units represent each unique classroom teachers' experience and ideas about how they bring social studies together with other content areas.

After the Institutional Review Board application was approved and teachers agreed to participate in the study, I conducted a 30-minute semi-structured interview with each teacher. The interview included questions about teaching experience, ideas of social studies, how they organize curriculum, and school context. I conducted one classroom observation per week for a total of three weeks for each teacher. This allowed me to learn about the structure of the classroom and the teaching methods employed by the teacher. I obtained curriculum documents, including curriculum guides and scope and sequences, from the district which allowed me, while observing, to identify standards addressed and activities encouraged. While the lesson observations and

interviews directly relate to each teachers' decision making, the curriculum development occurred at the district level and represents a roadmap for the teachers to follow.

To analyze the data, I utilized Brophy and Alleman's (1991) framework for instructional activities. I placed the principles and criteria described by Brophy and Alleman (1991) into an online form which I used to code each piece of data. I transcribed and then analyzed each document by teacher, looking at each principle separately to draw conclusions and then made comparisons across the three cases. I then merged all the data together to look at the three cases as a whole. As Baxter and Jack (2008) explained, the "researcher must ensure that the data are converged in an attempt to understand the overall case, not the various parts of the case" (p. 555).

Findings

Primary Principles

I first analyzed each teacher's data based on the four criteria of Primary Principles needed for instructional activities as described by Brophy and Alleman (1991). Each teacher described utilizing integration for their social studies instruction, on the basis of their own conception of the term integration. As true *integration* includes meeting curriculum goals in all content areas included, I measured all activities in relation to the content area included. The numbers in Table 11 represent the number of occurrences, across each of the three classroom observations, where I saw the Primary Principles being met in each of the content areas. When looking at all observations, no teacher met Goal Relevance for social studies in any lesson while each teacher met Goal Relevance for all other content areas in all lessons. This demonstrates that, despite the

combination of subjects, one subject receives significantly more attention than the other. In Mrs. Bowers class, while the instruction is split into four station activities, three of the stations always focus on reading, indicating emphasis on reading instruction. The station that incorporates social studies allows students to apply their reading skills through comprehension. The station that includes social studies provides opportunities for students to develop disciplinary literacy as they apply reading skills to non-fiction text.

Table 11 Summary of Teacher Attainment of Primary Principles

Criteria	1A. Goal Relevance	1B. Appropriate Level of Difficulty	1C. Feasibility	1D. Cost Effectiveness
Mrs. Martinez - Social Studies	0	3	1	1
Mrs. Martinez - Reading	3	3	2	3
Mrs. Thomas - Social Studies	0	1	0	0
Mrs. Thomas - Writing	3	3	3	3
Mrs. Bowers - Social Studies	0	1	0	0
Mrs. Bowers - Reading	3	3	1	3

(data from 3 lesson observations and curriculum documents including scope and sequences, curriculum guides and lesson plans)

While the criterion of Appropriate Levels of Difficulty was not seen in every lesson observed, I observed it at least once in in my observation of each teachers' classroom. In social studies, this usually involved the teacher providing background information about content that students experienced in their station work. Mrs. Thomas

described how prior to the students completing an editing and revision passage, they discussed the content of the passage. The class discussed September 11th and the ways in which rescue workers, and rescue dogs, assisted in the rescue efforts in New York City. This provided background knowledge for students prior to reading about a dog who helped saved people from the World Trade Center rubble. Mrs. Thomas incorporated this prior knowledge as a whole group activity. She facilitated questions about the content of the passage after allowing students to read it independently. The discussions before and after the reading allowed Mrs. Thomas to bring attention to text features such as graphics and captions.

Only the social studies activity in Mrs. Martinez's class met the criterion of Feasibility. I found the social studies activities in Mrs. Thomas' and Mrs. Bowers' classrooms unfeasible for fourth graders. Yet three teachers met the criterion of Feasibility in their reading or writing content area. While the activities observed were feasible in terms of time, space and equipment, the activities lacked closure. For example, Mrs. Bowers utilized an alarm to alert students to finish their work and rotate to their next station. Station work took up the entire class time so students continued to work right until time to leave. There was no time for Mrs. Bowers to include a closure or reflection at the end of the class.

Lastly, I observed Cost Effectiveness in Mrs. Martinez's class in social studies but did not observe it in Mrs. Thomas' or Mrs. Bowers' classrooms in social studies. I observed Cost Effectiveness in Mrs. Martinez's class during her introduction to the daily lesson which focused on vocabulary. Mrs. Martinez stated "Being a bilingual teacher, I

always begin any lesson with vocabulary that is provided." She went on to describe how she creates "A slide show or PowerPoint with pictures and definitions in English and Spanish." (L. Martinez, personal communication, January 18, 2020).

In summary, while teachers most often met the Primary Principles in their reading lessons, I observed only a few of the criteria in social studies lessons. After examining their lesson plans and reflecting on the lack of information within the district provided curriculum documents, the importance of social studies content and knowledge proves obscure.

Secondary Principles

Multiple Goals, part of the Secondary Principles described by Brophy and Alleman (1991), refers to activities that meet Multiple Goals, including knowledge, skills, critical thinking, values and decision making. Multiple Goals also refer to bringing subjects together along with their subject matter goals. While each of the teachers described their approach as integrative, true *integration* lacked because social studies goals and ideas seldomly found focus along with reading and writing goals. Many times, the social studies topics included did not align with district curriculum guide indications. For example, when describing her planning for lessons, Mrs. Martinez mentioned that "We are now integrating social studies reading and writing passages in our lessons to prepare for state testing, but they are not all specific to Texas history." For example, Mrs. Martinez shared a biographical passage about Martin Luther King, Jr. that she used during reading instruction to include social studies topics.

Another example came during Mrs. Thomas's writing class where students practiced revising and editing short paragraphs of text, a skill tested on the 4th grade writing state assessment. Mrs. Thomas created a passage on the U.S. Constitution. Students then answered multiple choice questions about editing and revision mistakes they found in the passage. This indicates attention given to writing goals identified in the district curriculum scope and sequence, for that time of the semester. In terms of social studies, the district scope and sequence indicated focus on Native American groups of the North Central Plains region of Texas. The inclusion of a modified U.S. Constitution passage, while a worthy social studies topic, did not match district plans. Although these examples highlight coverage of multiple content areas, they also reveal inadequacy in terms of meeting curriculum goals in all content areas. This makes sense given the common definition of integration in practice; multiple content area inclusion, absent of content goals and misaligned of with curriculum objectives.

While the observed activities failed to align to the district curriculum, they maintained relevancy to students. For example, Mrs. Martinez utilized the passage of Martin Luther King Jr. during Black History Month. Mrs. Thomas incorporated activities around the U.S. Constitution because it was the week following Constitution Week, the annual commemoration of the founding document of the United States of America. Mrs. Thomas also mentioned how "We try to bring in a lot of current events because I feel that is important for these students" (K. Thomas, personal communication, August 15, 2019). These examples highlight teacher's incorporation of relevant and timely social studies topics despite departure from district curriculum guide alignment.

These examples also raise questions about district curriculum writer propensity to include opportunities for current event and thematic topic exploration based on national events and holidays.

Optional Principles

Each of the three teachers indicated that the social studies ideas and content brought into their classroom supported reading and writing goals. For example, Mrs. Thomas described how "I teach writing so I also try to include a lot of geography information when we talk about capitalization," and later continued stating "kids don't always understand the difference between a city, state and country so explaining that when we discuss capitalization is important" (K. Thomas, personal communication, August 15, 2019). Brophy and Alleman (1991) describe integration in the Optional Principles as crossing subject-matter lines. This indicates social studies goals and curriculum receive varied consideration. However, disciplinary literacy techniques were utilized by Mrs. Thomas to help students distinguish locations within a text.

While integration occurred, according to the teachers, each content did not align to curricular goals or standards. For example, while observing Mrs. Thomas and Mrs. Bowers in September, both teachers indicated using resources that covered September 11th. Mrs. Thomas utilized a short paragraph about the event in which students found editing and revision mistakes. Mrs. Bowers' students read three separate articles on topics such as *What Happened on September 11th*, *What Happened on Flight 93*, and *How September 11th Changed America*. Students completed graphic organizers for the articles where they identified the main idea and supporting details. While a relevant

topic, considering 4th grade student ages place their birth after the 2001 event, this topic did not align with district curriculum. During that time, district curriculum guides focused on the intent, meaning and importance of the U.S. Constitution while utilizing primary sources. Again, this raises questions. For example, why did the district curriculum exclude time for instruction on September 11th in the curriculum guides? Mrs. Thomas explained the difficulty of aligning social studies curriculum with her writing curriculum stating "it seems difficult to try and find a lot of information on in terms of resources that we can use in writing" (K. Thomas, personal communication, August15, 2019). These examples indicate that teacher descriptions of integration approaches neglect fidelity to curriculum and standard goals.

Implementation Principles

Across all three cases I found a lack of Completeness related to social studies lessons and activities. The seven Implementation Principles outlined by Brophy and Alleman (1991) include Completeness, Introduction, Initial Scaffolding, Independent Work, Feedback, Debriefing/Reflection/Assessment, Optimal Format and Optimal Use of Instructional Time. A Complete lesson must include an introduction, initial scaffolding, independent work and debriefing/reflection/assessment. I witnessed this lack of Completeness during classroom observations where students engaged in independent work with little introduction, scaffolding or debriefing/reflection/assessment. Given that the majority of the instructional time is spent at stations, the observed incompleteness makes sense. Each teacher explained how mandates of differentiated instruction for their students required a significant amount of

time in small group organization rather than large group instruction. The teachers met the mandates by use of the station model. Mrs. Bowers stated that district requirements dictated specific computer program time requirements for her at risk students. These requirements mandated weekly computer time which influenced Mrs. Bowers' use of stations.

The instances where I observed social studies independent work revealed scaffolding only took place in the small group setting, when Mrs. Bowers worked with students. This usually centered on reading goals. Additionally, I witnessed 13 examples of criteria six, debriefing/reflection/assessment, yet all of these examples referred to an assessment. Many times, the teachers used the independent work students completed at a station as assessment of learning. Because there were so few examples of introduction of lessons and modeling of lessons, the independent work in social studies appeared isolated, information and skills maintained no reference to social studies education goals or objectives. In contrast, the independent work connected to literacy skills and objectives and often incorporated students' utilization of text features. For example, students drew conclusions about key figures, based on short biographical sketches, using the Constitution Day worksheet.

The lack of feedback, debriefing, or reflection after independent work meant lesson cycles remained incomplete. This points to the deficiency of observed Goal Relevance examples. The fact that the district curriculum guides made no connection to the social studies knowledge goals leaves teachers ill-equipped to connect the content area goals to their lessons. Further, this lack of connection between specific content area

topics and social studies goals leaves students misinformed, without clear purpose for learning.

Mrs. Bowers described the difficulty in finding quality materials that address social studies when she mentioned that her only social studies resources include textbooks and themed newspapers. Mrs. Bowers also mentioned "the problem with those [the textbooks and newspapers] is that they can be so much higher or lower than our students reading levels which makes it hard to utilize, especially in stations where they need to be able to work at their pace and on their level" (J. Bowers, personal communication, August 15, 2019). The lack of quality materials to address the range of students' reading levels make it difficult for teachers to ensure all activities meet both reading and social studies goals.

Classroom organization within stations, by nature, means that a high level of independent work takes place. In my observations I saw the majority of instructional time spent in independent work stations. Therefore, introductions, initial scaffolding and debriefing/reflection/assessment comprise significantly less time. As mentioned above, mandates such as computer program use and small group instruction make stations the most feasible option for teachers when organizing instruction. When consulting Brophy and Alleman's (1991) description of independent work, it is critical that the teacher monitor the work in order to correct issues and provide feedback. During stations, the teacher met with a small group of students separately, meaning the students engaged in independent work failed to receive adequate feedback, while the teacher's small group focus left her unaware of difficulties experienced by other students. While the students

in small group received scaffolding and feedback, in the three cases observed, this only applied to the reading and writing goals, with reading and writing the focus of the small group lesson. Ultimately, teachers have to make the difficult choice to work with the most at-risk students in small group or try and monitor the work of the entire class.

The curriculum guides, which provided a blueprint for the three teachers to follow, provided varying information in terms of resources and instructional strategies. The curriculum guides in reading, writing and social studies provided to Mrs. Thomas and Mrs. Bowers only included the student expectations from the TEKS and a brief summary of main ideas. The reading curriculum guide provided to Mrs. Martinez was proved more developed, with lesson ideas and links to resources, but included no description of how to integrate social studies and reading. Mrs. Martinez' social studies curriculum guide amounted to little more than a weekly list of lessons from Social Studies Weekly. Social Studies Weekly is a newspaper resource for students built around grade level TEKS and includes articles, activities and writing opportunities. While the district provided no resources or ideas about integration strategies, Social Studies Weekly lesson plans did include literature suggestions, connections to reading TEKS, questions of varied difficulty, lesson ideas and worksheets.

Summary of Findings

After analyzing the data, I found that no lesson, from any teacher participant, met the criteria of *integration*. Primary Principles were not met in each content area. In particular, there existed an absence of accountability of goals for all subject areas. This lack of accountability meant social studies activities misaligned to the district

curriculum. While the extra content insertion meets the criteria for Implementation Principles, it also indicates that true *integration* failed. Lastly, findings reveal the lack of a complete lesson. Station activities included no introduction, initial scaffolding or debriefing/reflection/assessment.

Conclusions

What teachers described as integration is essentially the incorporation of disciplinary literacy techniques into their instruction (Shanahan & Shanahan, 2008). Activities presented in a manner that focused on reading and writing goals and not social studies. Though teachers unsuccessfully met the social studies goals outlined by the district curriculum, they still incorporated social studies topics. The elementary social studies classroom maintains a reputation for focusing mainly on heroes and holidays, the examples shared indicate the district curriculum lacks comprehensive appropriation of time to cover holidays or special events such as September 11th. This makes me wonder if districts and curriculum writers stray too far from what is commonly known as the heroes and holiday approach.

Through classroom observations I noticed the lack of instructional time spent in whole group due to the station organization. The lack of whole group instruction indicates why no examples of a complete lesson cycle took place (those that included introductions, initial scaffolding, independent work, debriefing/reflection/assessment). District and school mandates centered on costly computer programs and small group support for at risk students push teachers to utilize classroom stations in order to meet students' needs and follow school expectations. However, this raises the question, does

instruction, organized around stations, give students opportunities to engage, understand and reflect on the content and the importance of learning in their everyday lives?

Recommendations

As the elementary social studies curriculum marginalization continues in the elementary classroom, initiatives such as integration remain ever-present. Opportunities that present as ways to take advantage of limited instructional time, often lack adequate understanding in at least one content area. This requires additional scholarship to better understand how integration supports the goals of multiple subjects while still ensuring quality activities and lessons for our students. The framework utilized in this study is one way to plan, develop and implement learning activities for our elementary students.

Based on the findings described above, I propose two recommendations for teachers who desire to merge content areas. First, in order to achieve *integration,* all Primary Principles require faithful accountability in all content areas. When planning lessons and activities, whether in stations or using another pedagogical method, teachers should consult the Primary Principles and consider each subject area. Training and support should be provided to ensure teacher understanding of true *integration* as well as the criteria of the Primary Principles. This ensures that the activities utilized allow students to learn main ideas and essential knowledge in any content areas combined with another.

Second, when utilizing *integration*, teacher must consider best practices when implementing activities within a lesson cycle. Teachers benefit by spending time each day introducing and modeling the topic prior to assigning students social studies

independent work. This allows teachers to connect the learning to real world examples and provide students with a purpose for learning. These recommendations apply when integrating content areas within classrooms organized around stations.

CHAPTER IV

TEACHING SOCIAL STUDIES WITH INTEGRATION: A MODEL TO MEET CURRICULUM GOALS

Introduction

As the stress of accountability measures increases, school district leaders and administrators look for ways to make the most of instructional time. With social studies focus decreasing over the past 20 years (Fitchett & Heafner, 2010; Heafner & Fitchett, 2012; Fitchett, Heafner & VanFossen, 2014), there exists an increase in advocacy for an integrated approach. In many Texas schools, school leaders encourage teachers to integrate social studies into reading and writing rather than teaching it in a separate instructional period. In order for integration to become the new norm in social studies education, it is critical to find ways to support teachers, and pre-service teachers alike, as they utilize integration.

Literature

Integrated Social Studies

High stakes testing in math and reading pressures both teachers and students. As a result, meeting performance standards causes increased attentiveness to tested subjects with less emphasis given to their non-tested counterparts, especially social studies. Willis and Sandholtz (2009) noted that pressures of testing often exclude social studies, and that teachers therefore eliminate social studies in favor of tested material. This narrowing of curriculum to focus solely on tested subjects leads to a push for an

integrated approach, one that allows more time to support tested subjects while still "covering" social studies.

Purpose of the Study

As a former classroom teacher, my administrators encouraged me to integrate social studies with literacy. I knew this was the expectation from my administrator and district yet struggled with the implementation. Without real examples or ideas provided to me, how I could integrate content areas? I, like many teachers, used social studies texts to support reading skills. This formed my idea of integration as a practicing teacher. As a doctoral student and researcher, I looked at models of integration and struggled with their practicality. Most of the models I analyzed including those from Vars (1993), Jacobs (1993), Beane (1993, 1995, 1997) and Drake and Burns (2004), assumed teachers deliver content in whatever order they choose. I struggled with this idea because my past experience told a different tale. Curriculum guides and scope and sequences, designed by my district specialists, mapped our course. I wondered about the process of integration within the constructs of a district or system that provided a calendar. This led me to work with a 2nd grade teacher to re-design a social studies unit that allowed for integration across multiple subject areas. Throughout this article, I share the process taken to integrate subject areas while ensuring subject area goal accountability.

Context

As I began this integration design process, I realized the critical need for teacher input. As a former elementary teacher, bringing past experiences with me, I knew the

difficulty associated with designing an integrated curriculum for another teacher's classroom. I considered many facets including grade level, collaborating teacher, school district curriculum and methods to bring together multiple subjects.

Grade Level

Determining grade level served as the primary consideration. I wanted to re-design an integrated unit for the social studies, therefore I felt a primary elementary grade (Kindergarten, 1st, 2nd or 3rd) would be the best option. First, primary grade teachers typically operate self-contained, meaning they teach all subjects to one group of students. I felt integration useful for teachers responsible for multiple content areas. Second, I thought a primary grade teacher's willingness to collaborate greater because their responsibilities do not include preparing students for state assessments. In Texas, state assessments start in 3rd grade for both reading and math. This led me to choose 2nd grade.

Teacher and Researcher Collaboration

When looking for a collaborating teacher, I needed someone willing and open to the idea of integration, in order to design an integrated unit. I considered the local school districts from my previous research and observations as well as the former schools where I served as an elementary teacher. One particular teacher, Mrs. Cooper, stood out. Mrs. Cooper is a teacher and a former colleague at one of my previous schools. I had many conversations with her in the past and as a graduate student about how she integrates curriculum in her classroom. After discussing the project with her, she agreed to

collaborate. I used her as a sounding board on all aspects of the project, including unit themes, curriculum format and lesson design.

Curriculum

I first looked at Mrs. Cooper's school district's 2nd grade social studies curriculum calendar that outlined the units taught in each month of the school year. I asked her which unit she thought conducive to integration, as well as which units she thought needed re-design. She identified two units she felt needed improvement. The first was Unit 4: Celebrating our Cultural Heritage and the other was Unit 6: Thinking like a Geographer and Historian. Unit 4: Celebrating our Cultural Heritage comprises 38-days, divided in 1-2-week segments taught over the course of the school year. The segments correspond to specific cultural holidays such as National Hispanic/Latino Heritage Month, African American History Month, etc. The dispersion of Unit 4 led me to choose Unit 6: Thinking like a Geographer and Historian. Mrs. Cooper agreed.

Mrs. Cooper described Unit 6 as one focused on historical thinking skills and geography skills. She articulated her feelings stating her preference to see the unit placed at the beginning of the school year, rather in March and April, the months mandated by the school district. Mrs. Cooper felt that students who learned these critical social studies skills earlier in the year could apply them repeatedly throughout the year. This input from Mrs. Cooper highlights one of the reasons integration proves difficult for some practicing teachers: their lack of voice in terms of what topics are taught when in the school year. Therefore, the district calendar scheduled March and April for Unit 6 despite Mrs. Cooper's preferences. While 2nd grade students do not take state

assessments in social studies, they do take district assessments in social studies. Should Mrs. Cooper choose to move the unit, she risked her students' performance on district assessments.

Texas Standards

In Texas, each grade and content area contain their own set of standards called Texas Essential Knowledge and Skills (Texas Education Agency, 2011), commonly referred to as TEKS. These TEKS are organized in a vertical outline style list, including knowledge and skill statements, which are assigned numbers. These knowledge and skills statements represent the major goals students need to achieve throughout the school year. Below each knowledge and skill statement is a series of expectations that allow students to demonstrate achievement of the TEKS knowledge or skill. Letters denote these expectations. The objectives include verbs depicting what student learning actions are as well as applied content. Table 12 provides an example of a knowledge and skill statement for 2nd grade Social Studies in Texas.

Table 12 2nd Grade Social Studies Knowledge and Skill Statement in Texas (Texas Education Agency, 2011).

Knowledge Statement	2. History. The student understands the concepts of time and chronology. The student is expected to:
Student Expectations	(F) Describe the order of events using designations of time periods such as historical and present times; (G) Apply vocabulary related to chronology, including past, present and future; and (H) Create and interpret timelines for events in the past and present.

Framework

As I began the integration design process, I knew the benefits of utilizing a backwards design process. In order to design an integrated unit, I needed to understand the major curriculum goals and objectives in all subject areas prior to designing lessons and activities. This understanding of curriculum goals is a key component of the backwards design process. Although I kept that idea in mind, my willingness to explore other processes gave me freedom. I felt this important, given I intended to create a new process.

Another major consideration was a framework by Brophy and Alleman (1991) titled "Principles for the Design, Selection and Evaluation of Activities" (p. 15). I introduced Mrs. Cooper to the framework and explained its purpose in helping design and evaluate quality activities. She recognized the criteria as best practices. While the Brophy and Alleman (1991) designed their framework for use in social studies, the principles outlined apply to all content areas. High quality activities include the Primary Principles: Goal Relevance, Appropriate Level of Difficulty, Feasibility and Cost Effectiveness. In order for see true *integration*, activities and lessons must meet these four primary criteria in all included content areas. I explained to Mrs. Cooper how I utilized this framework to create a definition of *integration*, where multiple subjects combine in ways that meet the objectives of each subject area. In other words, the *integrated* subjects compliment and support one another. When *integrating*, teachers consider the scope and sequence and curriculum of both subjects. Planned lessons must contain high quality activities. Therefore, I consulted the framework throughout the

design process to ensure that all activities met all four primary criteria in all content areas.

Model of Process to Meet Curriculum Goals Through Integration

The process that I designed to meet curriculum goals through integration encompass the six phases shown in Figure 3. These six phases include Research, Goals and Objectives, Mapping of the Focus Content Area, Mapping of the Corresponding Content Areas to Support the Focus Content Area, Determining Assessments, Designing Activities, and Connecting to Past, Present and Future Learning. I identified and named each phase based on my reading of a backward design approach (Wiggins & McTighe, 2005), while also consulting Brophy and Alleman's (1991) activity framework.

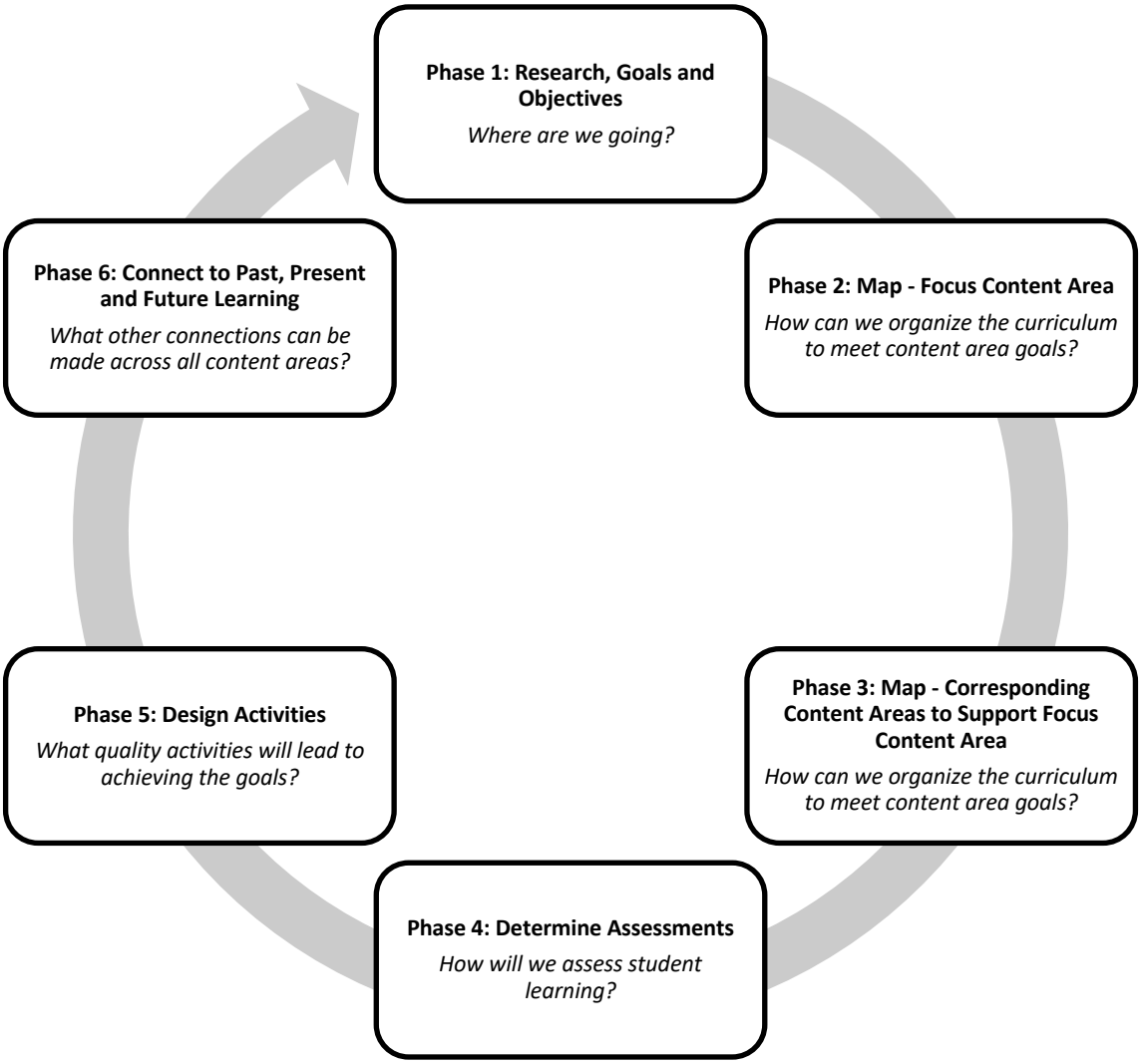

Figure 3 Process for Meeting Curriculum Goals through Integration

I started with the three stages of the backward design process which includes identify results, determine evidence and plan learning experiences (Wiggins & McTighe, 2005). I needed to expand on these three stages because I wanted to incorporate multiple content areas. Wiggins and McTighe's (2005) first stage of backward design, identifying results, directly aligns with Brophy and Alleman's (1991) Primary Principle of Goal

Relevance. Phase 1 in the design process for integrated curriculum, Research, Goals and Objectives, combines of these two frameworks.

As *integration* involves bringing content areas together based on curriculum goals, creating an overview of the unit proved important. The overview process takes place in Phases 2 and 3, where learning goals and student expectations organize into themes. Phases 2 and 3 continue to focus on Goal Relevance while also considering Appropriate Levels of Difficulty and Feasibility (Brophy & Alleman, 1991). By focusing on Appropriate Levels of Difficulty and Feasibility in Phases 2 and 3, I considered background knowledge. I scaffolded where appropriate and organized the unit to make implementation possible (Brophy & Alleman, 1991).

Wiggins and McTighe (2005) suggest determining assessments after identifying results and before planning learning experiences to ensure there is a focus on curriculum goals. Therefore Phase 4, Determine Assessments, takes place after mapping the curriculum based on time and themes, but prior to designing activities. At Phase 4, I paid close attention to Goal Relevance to ensure the assessment aligned to the curriculum goals, and age appropriateness (Brophy & Alleman, 1991).

Phase 5 of the design process is Design Activities, based on Wiggins and McTighe's (2005) stage three, planning learning experiences. At this phase I designed activities paying close attention to all the Primary Principles outlined by Brophy and Alleman (1991). I evaluated activities for each week based on Goal Relevance, Appropriate Levels of Difficulty, Feasibility and Cost Effectiveness (Brophy & Alleman, 1991).

Phase 6 provides an opportunity to include other learning opportunities into the unit. While Phases 2 and 3 focus on planning curriculum based on simultaneous content area learning based on scope and sequences and school expectations, Phase 6 includes topics outside of district or state curriculum for that time in the school year. Knowledge from outside content areas, relevant to the unit, include art, music, computer science, engineering, gardening, food science, etc. I felt it was important to include a place where I could extend the learning to other relevant topics.

The Fiesta Unit, described in detail in the following section, was created to replace a social studies unit for Mrs. Cooper's 2nd grade class and utilized the design process described above. When considering the learning goals in the other content areas Mrs. Cooper teaches (reading, science and math) I consulted the grade level learning curriculum covered at the exact same time as Unit 6. While the revised unit includes 100% of the social studies TEKS included in Unit 6, it does not include 100% of the reading, science and math standards covered in the units taught simultaneously. However, the reading, science, and math standards included meet the expectations required by the Brophy and Alleman (1991) framework.

Phase 1: Research, Goals and Objectives

Description

Phase 1 of the process begins with understanding the content area goals and objectives. Understanding the major goals in each of the content areas is critical, as well as the specific themes and student expectations. Additionally, look back at previous units and previous grade levels to determine students' prior knowledge, specifically regarding

topics that provide you with a better understanding of what students know. Lastly, be sure to have a clear understanding of the required standards and the time allocated to the unit.

Fiesta Unit

When researching the Fiesta Unit, I read all of the goals and objectives for each of the social studies units across the entire school year. This gave me an understanding of what students previously learned, as well as the content to come. Next, I analyzed each social studies TEKS included in the unit. The unit Mrs. Cooper currently utilized listed only the student expectations. I looked at each of the corresponding knowledge statements to ensure I understood the main social studies goals that students needed to learn. These knowledge statements and student expectations served as references throughout the integration process.

Next I consulted the reading, science and math units taught at the same time as the social studies Unit 6: Thinking Like a Geographer and Historian. These units included:

- Reading – Unit 6 Literary Elements
- Reading – Unit 7: Persuasion
- Math – Unit 8 Fractions
- Math – Unit 9: Geometry
- Science: Unit 7: Investigating Organisms and the Environment

I wanted a visual to draw connections between the different content areas. I created a spreadsheet listing each knowledge statement and student expectation for the

reading, science and math content taught concurrent to the social studies Unit 6. I also listed the social studies knowledge statements and student expectations. I drew connections and noticed emergent themes as I looked at each of the content areas. This list of content area knowledge statements and student expectations (Appendix B) became extremely important when implementing Phase 3 in the design process.

Lastly, I determined the overall theme of the integrated unit. Because so many of the learning standards in this unit focused on geographic and historical thinking skills, I knew there were infinite ways for students to apply these skills existed. I wanted to have an overall unit theme that provided students both depth and breadth of content. Additionally, I wanted a theme that provided students with opportunities to work with primary sources and even take informed action on a real-life issue. Because Mrs. Cooper's school district is near the city of San Antonio, I began considering the idea of having the overall unit theme based on Fiesta San Antonio. Fiesta San Antonio is an annual 21-day cultural celebration with events occurring all over the city. Having lived and taught elementary school in San Antonio previously, I knew that most students maintained background knowledge about this event, as most of the schools and districts close for one of the biggest events, the Battle of Flowers Parade. Because of the 100 plus year history of the annual event, I felt secure in the opportunities for students to interact with historical ideas and primary sources. Additionally, because the Fiesta San Antonio event occurs at various locations throughout the city, and includes multiple parades, a multitude of opportunities exist for students to apply geography skills.

Phase 2: Map-Focus Content Area

Description

Phase 2 includes mapping and planning for the focus content area curriculum. Unless the goal is to integrate 100% of each content area, one content area, the focus area receives emphasis. You should know curriculum goals and the time allocated for the unit. This helps ensure you meet all goals throughout the unit. Listing the standards and themes on a blank calendar, allows you to visualize the time spent on each standard and each theme.

Fiesta Unit

Considering this integrated unit was designed to replace Mrs. Cooper's social studies Unit 6, social studies makes up the focus content area. I started by consulting the spreadsheet which listed each of the social studies knowledge statements and student expectations. From that list I grouped standards together that corresponded or supported one another. I originally grouped the standards into five themes, but upon looking at the calendar, considering the unit spanned four weeks, I regrouped them to consist of four themes: place/location, time, maps and natural resources. Each theme included two to four content area standards. The remaining standards, called process standards, focused on critical thinking social studies skills that applied in a variety of ways in each theme. After looking at the 1st grade social studies standards to determine previous year topics, I decided it most appropriate to focus on one theme each week.

With a plan for the time spent on each theme, I evaluated each of the themes and the standards that address the themes to determine the order of presentation for topics

and ideas. Placing these standards in order of difficulty proved beneficial when I got to Phase 5: Designing Activities. While I ordered the standards in a way that I felt most appropriate, in terms of content and difficulty, I did not specify the time spent on each individual standard. I felt determining time spent on each standard, given the opportunity to cover multiple standards in a single activity, best decided during the designing activities phase.

During this mapping process I began developing ideas for possible student activities and projects in the theme of Fiesta, based on the learning standards I mapped. I started a brainstorming list of activities as these ideas came that I could consult later during Phase 5: Designing Activities.

Phase 3: Map-Corresponding Content Areas to Support Focus Content Area

Description

Phase 3 follows a similar process to Phase 2, but instead of mapping the focus content area, it is now time to map the corresponding content areas. Outline the knowledge statements and student expectations of the other content area units concurrently taught. By Phase 3, you have determined what themes to address in the focus content area, and now it is time to evaluate the other content areas to determine how those concepts support the goals of the focus content area. Similar to Phase 2, a clear understanding of both the major content area goals and knowledge statements, as well as the individual learning expectations for each of the content areas is critical. At this stage, pay close attention to the curriculum taught at the same time as the focus content area in order to build stronger connections for students. By integrating content

area learning that is happening at the same time, the purpose for learning and opportunities for real life applications heighten. In Phase 3, you make connections by listing the corresponding content area standards next to the themes in your focus content area. Keep a list of possible activities you think of as you go through the mapping process. While this stage is not concerned with designing activities, it is probable that ideas about activities will emerge. Therefore, capturing and listing benefits you as you approach Phase 5: Designing Activities.

Fiesta Unit

Now that I had a good understanding of the social studies knowledge statements, student expectations and themes, I consulted the other content areas to determine places where concepts could integrate. I followed a process similar to Phase 2. I started by consulting the spreadsheet where I listed all the content area knowledge statements and student expectations for each of the corresponding content areas: reading, science and math. As I looked through each individual standard, I referenced the four themes, place/location, time, maps and natural resources. I created a list of reading, science and math standards to utilize within each theme. I read through each standard, identifying which had clear connections to one or more of the four themes. By identifying standards and learning concepts clearly connected to the overall goals of the social studies themes, I ensured authentic integration.

I added each of the reading, science and math standards to the outline that showed the concurrent reading, science and math standards taught in each of the four weeks that encompass the Fiesta Unit. If a reading, science or math standard had a clear

connection to one of the social studies standards, I wrote it next to the social studies standard. Lastly, I added to my list of brainstorming activities as I thought of new ideas for addressing the standards.

Phase 4: Determine Assessments

Description

With a clear understanding of curriculum goals and student expectations to include in the unit, the teacher should consider what assessment types best allow students to demonstrate the learning goals. You want to ensure that the assessments match with the learning standards, and not simply an assessment of the learning activity, which is why designing the assessment prior to designing activities helps. Consider ways you want to assess students throughout the unit, both formative and summative. Additionally, your school context plays into this phase as well, especially if you are required to record a certain number of grades per month or six weeks in each content area. Lastly, ensure that the assessments are developmentally appropriate as well as provide multiple ways for students to display their learning.

Fiesta Unit

As I considered the learning standards for social studies included in the unit, I felt it important to provide a variety assessment types. I consulted with Mrs. Cooper about her ideas regarding types of assessments most appropriate for 2nd grade students. She described how, in the current social studies units typically include only one multiple choice unit assessment. Mrs. Cooper voiced concerns regarding the timeliness of the unit test, at times taking time from other content area instruction. She also shared how she

prefers more variety with assessments whether it be some sort of worksheet, project, journal activity or writing prompt that allow her to evaluate student progress throughout the unit, rather than once at the end. After receiving this feedback from her, I included varied assessments for each of the four themes. I wanted to ensure a variety of opportunities for teachers to utilize when assessing student growth throughout the unit.

I knew that I wanted to include a project, if appropriate, that allowed students to take action on a current issue or problem. After consulting the learning standards, I felt that the theme of natural resources provided opportunities to solve problems around environmental issues such as pollution or recycling. Because of the popularity of Fiesta San Antonio, I knew there would be a variety of ways students could solve problems around waste and/or recycling. This led to the Conserving Resources Project in week 4 of the Fiesta Unit. I created a simple rubric that included students identifying a natural resource to save, planning a way to support saving that resource at Fiesta, and creating a product to encourage others to save this natural resource.

Phase 5: Designing Activities

Description

Phase 5 includes the design of the unit's learning activities. If the unit has themes to address, consider designing activities around each theme. Because you mapped the learning standards in Phases 2 and 3, you have a blueprint from which to work. Also, Phase 5 is where you consult the brainstormed list of activities you complied through the integration design process. Writing out a short summary of what the focus of each daily lesson helps attain an overall view of what the week looks like. Once you have an idea

of each day, you go back and more fully develop each lesson. At this phase, continually consult the knowledge statements and the student expectations for each of the content area learning standards to ensure that the activities designed align.

Phase 5 is where you want to pay particular attention to the Primary Principles described by Brophy and Alleman (1991). As ideas form about learning activities, it is easy to focus on the fun or unique aspects of the lesson and ignore the major curriculum goals. Consult the four Primary Principles of Goal Relevance, Appropriate Levels of Difficulty, Feasibility and Cost Effectiveness after designing activities for each week (Brophy & Alleman, 1991). This keeps the unit focused on major curriculum goals.

Once a plan exists that indicates student actions, determine how student interact with the content. Phase 5 requires research to find curriculum resources such as videos or picture books, primary sources, and other curriculum materials. Determine the benefits of creating materials from scratch or adapting previous materials. Consult the Primary Principles outlined by Brophy and Alleman (1991) during this time to ensure activities are feasible for the time and space.

Fiesta Unit

With four weeks and four themes to plan, I looked at each theme as a whole. I consulted my calendar where I created a draft of the learning standards addressed daily. I reviewed the learning standards, paying close attention to both the knowledge statement and the student expectation. Then I drafted daily student actions. I wrote a short 1-2 sentence summary for each day, allowing me to develop the weekly activities in an age appropriate manner while ensuring that the ideas met the four Primary Principles of Goal

Relevance, Appropriate Levels of Difficulty, Feasibility and Cost Effectiveness (Brophy & Alleman, 1991). Once I had an outline for week 1, I went back and described the learning activities in more detail. I did extensive research during this time as well to find worksheets, journal activities, videos and other curriculum materials. To ensure feasibility of implementation of the unit, I included a hyper-link of all resources to allow teachers to easily find the materials. When I could not find appropriate materials, I created instructional materials, uploaded them to an accessible online folder and provided a link within the unit document. I continued this process for the remaining three weeks in the unit.

After describing each of the activities and providing links to all support materials, I analyzed each week of activities according to the Primary Principles outlined by Brophy and Alleman (1991). While I consulted these principles throughout the process, I wanted to ensure that each week's activities met the criteria. I chose to ensure that each week met the criteria rather than each day because of the nature of the projects that cut across multiple days of instruction.

Phase 6: Connect to Past, Present and Future Learning

Description

Phase 6 is designed to make more connections to other content area learning or other real-world contexts. While Phase 3 is focused on integrating within content area topics that are covered concurrently, Phase 6 makes connections to past, present and future learning across a variety of contexts. This includes reviewing past content that connects to the unit or exploring new content that covered at a future date. Additionally,

consider connections outside of the core subject areas that are applicable such as art, music, computer science, etc.

Fiesta Unit

I began Phase 6 by reading through the entire list of social studies, reading, science and math TEKS for 2nd grade. This gave me a better understanding of the topics and ideas covered throughout the school year. As I read through the standards, I noted specific standards that connected with the themes in the Fiesta unit. While there were many standards that connected to the Fiesta themes, they did not necessarily fit into planned activities. Because of this, I included a separate column in the unit that provides ideas to connect the activities in the Fiesta unit to other content area standards in reading, science and math. These could be extension activities or utilized if the teacher wants to spend more time in the unit.

Applying the Process for Meeting Curriculum Goals with Integration

Week 1: Place/Location

Overview of Week 1

Week 1 of the Fiesta Unit focuses on place/location. Throughout the week, students explore concepts including where they are located within the city, state, country, continent and globe. Students also explore significant landscapes in each of these locations. The focus then shifts to Fiesta San Antonio, where students explore the location of a variety of events, analyzing why events happen where they do. The students explore types of communities that are located within San Antonio including urban, suburban and rural. Lastly, students work in collaborative groups to compose a

letter to Fiesta San Antonio officials about why a Fiesta San Antonio event should happen in their suburban area and details of that event.

Considerations when Planning

After reviewing the knowledge statements and student expectations for the unit, and creating themes based on the standards, four overall themes emerged including place/location, maps, time and natural resources. I started the unit with place/location because the information covered applied to the other themes in subsequent weeks. Table 12 provides each of the social studies knowledge statements and student expectations for Week 1. The social studies standards in Appendix C represent all of the standards that needed coverage in the 1st week of the unit, based on the theme of place/location. The remaining reading, science and math standards identified as having connections to the social studies standards.

After analyzing each of the knowledge statements and student expectations, I began organizing the curriculum based on progression of ideas. I put the social studies standards in an order that I felt most appropriate given the topics and the 2nd grade level student. After determining the order to present the standards, I began constructing activities to address each of the standards. I started with a basic idea and created a list of activities for the five days. Next I consulted the reading, science and math standards to determine how to more fully develop the activities to include those items. Ultimately, I re-arranged the social studies standards order based on the activity and the inclusion of the other content areas. Table 13 provides the order in which the social studies standards were organized by day and their connection to the social studies knowledge statements.

Table 13 Social Studies TEKS for Week 1 by Day

Day	Social Studies TEKS	Knowledge Statement	Student Expectation
1	2.6A	The student understands the locations and characteristics of places and regions in the community, state, and nation	identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes
	2.19A	The student communicates in written, oral, and visual forms.	express ideas orally based on knowledge and experiences
2	2.6B	The student understands the locations and characteristics of places and regions in the community, state, and nation	locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes
3	2.7A	The student understands how physical characteristics of places and regions affect people's activities and settlement patterns	describe how weather patterns and seasonal patterns affect activities and settlement patterns"
	2.19A	The student communicates in written, oral, and visual forms.	express ideas orally based on knowledge and experiences
4	2.7D	The student understands how physical characteristics of places and regions affect people's activities and settlement patterns	identify the characteristics of different communities including urban, suburban and rural, and how they affect activities and settlement patterns
	2.18B	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts
	2.19A	The student communicates in written, oral, and visual forms.	express ideas orally based on knowledge and experiences
5	2.7D	The student understands how physical characteristics of places and regions affect people's activities and settlement patterns	identify the characteristics of different communities including urban, suburban and rural, and how they affect activities and settlement patterns
	2.18B	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts

Once I had a plan for the daily topics, and the ways in which reading, science and math standards supported the social studies learning, I worked to fully develop the activities. I included links to free resources found on the internet as well as created my

own resources to address Fiesta specific ideas. Table 14 shows the activities provided on Day 1, Week 1 of the Fiesta Unit. See Appendix D for the entire Fiesta Unit.

Table 14 Sample of an Activity in Week 1 of Fiesta Unit

Unit Identifier	TEKS Addressed	Lesson Explanation	Further Integration Ideas
1-1	SS 2.6A 2.19A	Today's lesson has 2 goals. First, we want to introduce students to our unit and get them excited about studying Fiesta! You might have students share experiences of Fiesta. You can watch the VIDEO link provided and have students dance along. You may even want to decorate your room with special papel picado. The second goal is to help students orient where San Antonio is in the world. Explain to students that when studying social studies, place is very important. We need to understand exactly where Fiesta San Antonio takes place. They need to locate San Antonio within the state, country, continents and globe. Start by exploring google earth and asking students prior knowledge about states, countries and continents. Then create a Location Foldable. The Clipart document provides examples of what you might use on each foldable page. To ensure students are understanding where San Antonio is during that time, model for them the location using google earth. Have students place stickers approximately where San Antonio would be on the picture for state, country, continent and globe. Extend the lesson by playing a game of Simon Says. The teacher explains characteristics of a particular continent or body of water, and the students have to identify which is correct.	ELAR 2.6A, 2.6B, 2.6D, 2.6 F, 2.6 G, 2.6I, 2.8A, 2.8B, 2.8C, 2.8D – Read books about San Antonio or their home town and give students opportunities to practice comprehension skills. Books such as: • San Antonio and the State of Texas: Cool Stuff Every Kid Should Know by Kate Boehm Jerome • Good Night San Antonio by Adam Gamble and Mark Jasper • Where Are You From? by Yamile Saied Mendez

Meets Primary Principles

Throughout Phase 5: Designing Activities, I continually reflected on the Primary Principles outlined by Brophy and Alleman (1991) to ensure that activities met all four criteria. After designing the activities, I evaluated them based on the Primary Principles. The activities provided in Week 1 of the Fiesta Unit meet all of the Primary Principles outlined by Brophy and Alleman (1991).

The first Primary Principle, Goal Relevance, ensures the development of meaningful and worthwhile content area curriculum goals. To meet Goal Relevance, I focused on the knowledge statements within the state standards and relating those topics to the real world. For example, the goal described in the TEKS 2.6 is to understand the locations and characteristics of places and regions in the community, state, and nation which is emphasized in the learning of both Day 1 and Day 2 of Week 1. Through the mapping process I identified connections to reading, math and science standards included in Week 1. The reading goals included developing comprehension skills, analyzing text features, and using the writing process to compose a variety of texts. For example, on Day 3, students write short compositions about the differences of holding Fiesta in the fall rather than in the spring. The science goals focused on recognizing patterns in the sky and that living things have needs based on their environment. The writing compositions allowed students to apply their learning of weather patterns and how the fall Fiesta differs from the traditional spring event. The math goals included representing and comparing numbers as well as organizes data in order to interpret

information. Further Integration Ideas addressed goals, such as on Day 3 where students create bar graphs of high temperatures in San Antonio in April.

The second Primary Principle, Appropriate Levels of Difficulty, includes ensuring each activity is appropriate for the needs of the students, falling within the students' zone of proximal development. While I designed the curriculum, I included opportunities for students to share their prior knowledge as well as opportunities to speak collaboratively about their learning. Allowing time for students to share their learning provides the teacher opportunities to assess student knowledge and skills in each of the content areas; social studies, reading, science and math. Mrs. Cooper also provided feedback on age appropriateness throughout the design process.

The third Primary Principle, Feasibility, ensures learning activities are reasonable in terms of time, space, student needs, and other influential aspects of the classroom. As I designed the learning activities, I knew different teachers have different amounts of time to devote to the unit and activities. Therefore, I tried to ensure that the description of the lesson provided opportunities for teachers to reduce the lesson or expand on the lesson. For example, the unit includes Further Integration Ideas for each day. Also, I included hyperlinks to all resources and curriculum materials such as foldables, worksheets and videos into the unit to ensure teachers have easy access to all materials.

Cost Effectiveness ensures all activities are justified and worth implementing. This indicates that students and teachers see the purpose of the learning activities. To ensure Cost Effectiveness within the unit, I included descriptions of why the activity is important to understand. The theme of Fiesta San Antonio provides Cost Effectiveness

because students see real world examples. It also provides opportunities for students to apply learning from social studies, reading, science and math. Additionally, content area goals in social studies, reading, science and math ensure that the activities provided allow students to understand the purposes for learning as well as specific content knowledge and skills.

Teacher Feedback

While I was a former elementary teacher, in the context of this integrated unit design project, I am not a practitioner. I am an outside researcher who, with the support of a practicing elementary teacher, developed this integrated unit. However, without feedback from teachers, I am not able to identify ways the unit can be included in their curriculum and what improvements they recommend. I believe teachers need to have a say in the curriculum they utilize, rather than relegated to the status of curriculum implementor. After the Fiesta Unit was completed, I shared the unit with 3 practicing teachers along with a Feedback Protocol form. Mrs. Cooper completed the feedback along with Mrs. Adams, a teacher at a different school in the same district. A teacher who teaches second grade outside of Mrs. Cooper's school district, Mrs. Rodriquez, also completed the form. I hoped including teachers who were grade level experts, from different schools and district contexts to Mrs. Cooper, allowed for a range of expertise and viewpoints.

I organized the Feedback Protocol into four sections based on the four themes within the Fiesta Unit. Due to the nature of the length of the unit, 10 pages, I felt it helpful to break the questions down based on themes. This ensured that I received more

specific feedback to particular activities and themes and also allowed the teachers to focus on smaller portions of the unit at one time. Within the form I included the color of the week within the Fiesta Unit to ensure feedback on the appropriate theme. I designed the Feedback Protocol in an online form and shared it with the three teachers via email. See Appendix E to see all questions asked on the Feedback Protocol form.

Findings

After reading through the feedback from the three teachers, I noticed that their comments revolved around three themes: further integration ideas, limiting factors and positive feedback. The number of teacher comments on the three themes distributed evenly, with 12 comments on limiting factors, 13 on positive feedback and 14 on further integration ideas.

Further Integration Ideas

The first thing I noticed when reading the teachers' comments was that each expressed ways to further develop the unit. For example, Mrs. Rodriquez mentioned that integrating English Language Proficiency Standards into the unit supported English Language Learners. As a bilingual teacher who teaches in a one-way bilingual classroom, she also suggested including more physical movement and audio into the lessons to support English Language Learners. Mrs. Adams described how she thought the theme of Fiesta San Antonio provides opportunities to include art activities "such as papel picado, confetti eggs, and shoe box float parades" (A. Adams, personal communication, April 6, 2020). Mrs. Adams also described "integrating a field trip to the Botanical Gardens" (A. Adams, personal communication, April 6, 2020).

Limiting Factors

Each teacher mentioned that while they think the activities are well developed and engaging, the limited time frame to complete each themes' activities presented issues. Mrs. Cooper also mentioned time as it relates to her scope and sequence. She mentioned concerns about her ability to follow the unit as planned "if another subject in my day caused me to fall behind and not be able to complete this week" (S. Cooper, personal communication, April 6, 2020). She also mentioned that modifications to Week 3: Time, namely, to consider additional time to allow more instruction due to the standards covered in Week 3 "being a difficult concept for 2nd grade that usually take lots of practice" (S. Cooper, personal communication, April 6, 2020) Mrs. Cooper's feedback is emblematic of the value placed by schools on social studies; social studies is the subject area reduced to make room for other, more "important" content.

Positive Feedback

Positive feedback shared from the teachers included enjoyment in terms of the engaging and hands-on the activities. Mrs. Rodriquez mentioned that Week 1: Place/Location provided "hands-on resources to make lessons more impactful for the students" (M. Rodriquez, personal communication, April 6, 2020) Mrs. Cooper also mentioned multiple weeks of the unit provided engaging activities for students. Each teacher also mentioned that they appreciated the inclusion of all the of unit resources. Mrs. Adams mentioned being "impressed with the resources" (A. Adams, personal communication, April 6, 2020), while Mrs. Cooper mentioned that it was great that all

resources contained hyperlinks. She described how she enjoyed that the unit provided all materials needed.

Reflection

While there was positive feedback regarding the engagement of the activities, the teachers made few comments that reflected the Primary Principles. No one made mention of the activities' alignment to the knowledge statements and student expectations. Mrs. Cooper mentioned Week 3 needed more time due to the difficulty of concepts, but no teacher explained why they needed more time for the unit. Feasibility was somewhat addressed in the teacher comments as each teacher mentioned their ability to access all the materials needed in the unit. No teacher mentioned anything regarding closure of the unit. Lastly, teachers did not specifically address Cost Effectiveness as none mentioned activity alignment to the goals or connections to prior knowledge.

Based on the teacher feedback, I would modify the unit to include opportunities for connecting content area learning to English Language Proficiency Standards as well as provide modification and accommodation ideas. This information will provide teachers with ways to support their students who are Limited English Proficiency, English Language Learners, or Special Education. Additionally, I will seek more teacher input on the unit and modify the feedback survey to include opportunities for teachers to share how the unit represents the Primary Principle criteria.

Conclusions

Teaching social studies that primarily focus on reading and writing goals pervades the elementary classroom. With this desire to bring content areas together comes the need for an approach to design *integrated* curriculum while still meeting the curriculum needs outlined by the state, district and school. Most organizational approaches assume teachers have say in what they teach and when they teach it. However, most teachers, like Mrs. Cooper, have district curriculum guides and scope and sequences to follow. While teacher feedback provided insight on the unit, determining results from implementation requires further study.

The process described in this study merges two methods of instruction, backward design (Wiggins & McTighe, 2005) and "Principles for the Design, Selection and Evaluation of Activities" (Brophy & Alleman, 1992, p. 15). The designed process provides teachers a method of bringing subjects together while following their district expectations while ensuring curriculum goals are met. True *integration* only occurs when the Primary Principles by Brophy and Alleman (1991) apply to all content areas brought together. The Process for Meeting Curriculum Goals through Integration described provides an example and describes how practicing teachers, curriculum specialists and administrators can utilize integrative approaches that ensure accountability to the goals of the multiple subjects in focus.

CHAPTER V

CONCLUSION

Summary of Findings

Organizing curriculum in ways that bring together content areas provides students with opportunities to build connections between ideas, themes and the world around them. Although multiple approaches to organizing curriculum for integration of content areas abound, a lack of unity exists in the education field about what integration looks like and its utilization. In practice, elementary teachers are encouraged to bring together content areas in order to save time, seemingly teaching two subjects at one. In reality, one subject is emphasized over another.

In Chapter II (Article 1), I answered Research Question 1: What methods are used to organize curriculum that brings multiple subjects together? I described and gave examples of the most popular curriculum organization models including single subject, correlation, fusion, multidisciplinary, broad fields, interdisciplinary and transdisciplinary. Due to the varied definitions of integration, I develop and use a Disciplinary Scale to shed light on the characteristics of each approach. The findings from Article 1 provide critical information to practicing teachers, curriculum developers and administrators who look to organize curriculum in ways that bring multiple content areas together.

In Chapter III (Article 2), I answered Research Question 2: How and why do elementary teachers utilize curriculum integration in the social studies? In this article, I

studied how three elementary teachers approach and organize their 4th grade classrooms to integrate social studies curriculum content into their ELAR instructional time rather than teaching it separately. Utilizing Brophy and Alleman's (1991) framework, I analyzed classroom lessons based on the Primary Principles of Goal Relevance, Appropriate Levels of Difficulty, Feasibility and Cost Effectiveness. I found that in each teachers' case, true *integration* did not occur because accountability to all subject matter goals for all integrated subject areas did not take place. Due to the lack of focus on social studies goals, the activities observed only occasionally aligned to district curriculum. There was also fragmentation in the lessons due to a lack of introduction, initial scaffolding, and lesson closure. These findings provide a snapshot of three teachers' methods for integrating content areas.

Lastly, I answered Research Question 3: What process for integrating curriculum ensures all subject area goals are being met? in Chapter IV (Article 3). Each of the organizational approaches, described in Chapter II (Article 1), assume teachers have the ability teach content area topics at times they deem appropriate. Most commonly, teachers follow mandated district curriculum guides and scope and sequences which indicate what topics are taught when. A major determinant of sequence is the adherence to a testing schedule, either district or state or both. I engaged in the development of a new process to integrate curriculum while meeting curriculum goals set by the district or school. In Chapter IV (Article 3) I describe that process and then applied it by designing an integrated social studies unit with the help of a practicing 2nd grade teacher. I utilized Brophy and Alleman's (1991) "Principles for the Design, Selection and Evaluation of

Activities" to ensure accountability to the Primary Principles in each content area addressed (p. 15). I received feedback from practicing teachers who shared further ideas on how to integrate the unit, the limiting factors of the unit, and gave positive feedback. This Article is significant to classroom teachers, instructional coaches, curriculum designers and administrators as it provides a method of integrating content areas while focusing on curriculum goals.

Recommendations for Practice

This dissertation research provides unique implications to practicing teachers and the entire education community. When a district curriculum director, school principal or classroom teacher begins exploring a change in content instruction and organization, they should examine the various approaches to determine which model meets the needs of their school environment. Additionally, professional development and ongoing support should be provided to teachers to ensure they understand the model as well as its application to meet curriculum goals. Leaders who choose to utilize integration in their schools should work to ensure that all content areas included in integration focus on Goal Relevance, Appropriate Levels of Difficulty, Feasibility and Cost Effectiveness.

Teachers, curriculum specialists, and other school leaders must consider the organization of the classroom and how that impacts integration. While station organization provides a way in which a class can engage with many activities simultaneously, the lack of a full lesson cycle highlights shortcomings in the station model. These shortcomings include a series of activities without a sufficient introduction, scaffolding and closure. This complicates curriculum goal achievement for

students. As a result, the potential to miss the purpose for learning is high. Lastly, those educational leaders who choose to integrate curriculum in their schools benefit from consulting the process described in Article 3. It serves as a starting point for bringing content area learning together while meeting curriculum goals. While modifications may need to be made based on their own environments and needs, the process is the genesis to new possibilities in integration.

Future Research

Through this dissertation research process, I developed several ideas for further research. First, to share the Disciplinary Scale described in Article 1 with practicing teachers and administrators requires it be presented practically. Meeting with school leaders and teachers provides needed context to determine which curriculum organization model works best for their environment. I would then conduct interviews, attain reflections and analyze the process determined to implement integrated curriculum.

I plan to continue using the "Principles for the Design, Selection and Evaluation of Activities" by Brophy and Alleman (1991, p. 15). Specifically, I plan to utilize this framework in pre-service teacher education courses. These include social studies methods courses in order to provide teacher candidates a way to evaluate lessons. I believe this process provides teacher candidates better understanding of the types of social studies activities included in elementary classrooms. Further, the framework provides teacher candidates a support for developing quality lessons that meet curriculum goals.

The Process for Meeting Curriculum Goals through Integration also provides me with a unique area of scholarship. It is a model I plan to continue to refine and develop. While Article 3 focuses on the development of the process and an example of how it was used, I plan like to study the results of the implementation of the process. I desire partnerships with schools and practicing teachers to utilize, modify and study how they utilize the process as well as the outcomes in produces in their contexts.

With the focus on integration for this study, I am interested in the ways it influences student achievement. In collaboration with an elementary teacher, I plan to design a quantitative study to work with small groups of students on multiple content areas. Using a random sampling of students, the instructor teaches two groups of students, one in two subject areas separately, the other, using an integrative model. Results from pre and post tests have the potential to reveal critical insights into the effects integration has on student performance.

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APPENDIX A

PRINCIPLES FOR THE DESIGN, SELECTION AND EVALUATION OF ACTIVITIES

Primary. These are necessary criteria that must be applied to each individual activity	A1. Goal Relevance. Activities must be useful means of accomplishing worthwhile curricular goals (phrased in terms of target capabilities or dispositions to be developed in the students). Each activity's primary goal must be an important one, worth stressing and spending time on, and there must be at least logical (preferably empirical) reasons for believing that the activity will be effective as a means of accomplishing that goal
	A2. Appropriate level of difficulty. As implemented (i.e., taking into account not only the activity itself but also the degree of scaffolding provided by the teacher), each activity must be pitched within the optimal range of difficulty (i.e., the students' zones of proximal development). It must be difficult enough to provide some challenge and extend learning but not so difficult as to leave many students confused or frustrated.
	A3. Feasibility
	A4. Cost Effectiveness. The social education benefits expected be derived from an activity must justify its anticipated costs (for both teacher and students) in time and trouble.
Secondary. These principles identify features of activity should embody all of the Primary Principles listed in Section A and as many of these Secondary Principles as can be incorporated in ways that are consistent with the Primary Principles.	B1. Multiple goals.
	B2. Motivational value. Other things being equal, activities that students are likely to enjoy (or at least find meaningful and worthwhile) are preferable to activities that students are not likely to enjoy. In general, authentic, holistic, life-application activities are preferable to information recognition or retrieval worksheets, isolated skills practice exercises, or boring, repetitive seatwork.
	B4. Whole-task completion. Opportunities to complete whole tasks are preferable to isolated practice of part-skills, matching of words to definitions, or other work that does not cohere and result in closure as completion of a meaningful task.
	B6. Adaptability. Activities that can be adapted to accommodate students' individual differences in interests or abilities are preferable to activities that cannot.
Optional. The principles presented in Sections A, B, and C should be acceptable to most educators. Additional principles have been suggested, however, by proponents of	D1. Inductive inquiry. All activities should engage students in inquiry that will enable them to induce concepts, generalizations, or principles.
	D2. Disciplinary inquiry. All activities should engage students in the same kinds of inquiry that disciplinary practitioners engage in (e.g., using the same investigative tools applied to the same kinds of raw data or evidence).
	D3. Student initiation/choice. All activities should be structured around questions that students have initiated themselves or

educational philosophies that do not enjoy wide acceptance. These principles are listed here in Section D. We do not believe that they possess the same general validity or breadth of applicability as those listed in Sections A, B, and C, and we do not include them among the criteria that we use in judging the value of activities. We list them here, however, in part to further delineate our position and in part to inform others (who hold different positions) about additional principles that they might want to include in their own lists.	at least around questions that they have selected (from a pro- vided list) for investigation.
	D4. Subject-matter integration. Activities that integrate across subject-matter lines always are preferable to activities that do not.
	D5. Extra content insertion. Activities should be used as vehicles for insertion of topics or content themes (career education, global education, equity issues, etc.) that are considered important but are not already included as unit topics.
	D6. Culminating activities. Curricular units should close with culminating activities that allow students to integrate and apply their learning and communicate it to others via creation of a major product or performance.
	D7. Homework. Students should be required to do homework in addition to assignments that they can complete during school hours.
Implementation. The principles in Sections A through D refer to the features of activities themselves. The principles in Section E refer to the ways that activities are implemented and, in particular, the ways that teachers structure and scaffold the activities for their students.	E1. Completeness. A complete activity ordinarily would include the following stages: (a) introduction (teacher communicates goals and purposes and cues relevant prior knowledge and response strategies), (b) initial scaffolding (teacher explains and demonstrates if necessary, then asks questions or has students work on sample items to make sure that they understand what to do before releasing them to work mostly independently), (c) independent work (students work mostly independently, on their own or with peers, but with teacher monitoring and intervention as needed), and (d) debriefing/reflection/assessment (teacher and students revisit the activity's primary purposes and assess the degree to which they have been accomplished).
	E2. Introduction. If students are to get the intended learning benefits from engaging in an activity, they will need to under- stand its intended purposes and what these imply about how they should respond to the activity. These understandings are not self-evident, so teachers will need to develop them in the process of introducing the activity to the students.
	E3. Initial scaffolding. Before releasing students to work mostly independently, teachers should provide whatever explicit ex- planation and modeling that the students may need in order to understand what to do, how to do it, and why it is important. To the extent that the activity calls for the use of skills that need to be taught rather than merely cued, such instruction should include explicit explanation and modeling of strategic use of the skills for accomplishing the tasks that are embedded in the activity.
	E4. Independent work. Once students have been released to work mostly independently, the teacher should monitor their efforts and

	provide any additional scaffolding or responsive elaboration on the instructions that may be needed to structure or simplify the task, clear up confusion or misconceptions, or help students to diagnose and develop repair strategies when they have made a mistake or used an inappropriate strategy.
	E5. Feedback. Activities should be planned so that students will get feedback about their performance not only in the form of information about correctness of responses but also in the form of diagnosis of the reasons for errors and explanation of how these errors may be corrected or how general qualitative aspects of performance may be improved.

Source **(Brophy and Alleman, 1991, pages 15-22)**

APPENDIX B

LIST OF ALL CONTENT AREA KNOWLEDGE STATEMENTS AND STUDENT EXPECTATIONS FOR FIESTA UNIT

Content Areas	Knowledge Statement	Student Expectation
Social Studies	2.2- History. The student understands the concepts of time and chronology	a-describe the order of events by using designations of time periods such as historical and present times b-apply vocabulary related to chronology, including past, present, and future c-create and interpret timelines for events in the past and present
	2.3-History. The student understands how various sources provide information about the past and present	a-identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources b-describe various evidence of the same time period using primary sources such as photographs, journals, and interviews
	2.5-Geography. The student uses simple geographic tools such as maps and globes	a-interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys b-create maps to show places and routes within the home, school, and community
	2.6-Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation	a- identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes a- describe how weather patterns and seasonal patterns affect activities and settlement patterns b-locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes c-examine information from various sources about places and regions

	2.7-Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns	b-describe how natural resources and natural hazards affect activities and settlement patterns c-explain how people depend on the physical environment and natural resources to meet basic needs d-identify the characteristics of different communities including urban, suburban and rural, and how they affect activities and settlement patterns
	2.18-Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	a-obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music b-obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts d-sequence and categorize information
	2.19-Social studies skills. The student communicates in written, oral, and visual forms.	a-express ideas orally based on knowledge and experiences b-create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
	2.20-Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	a-use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution b-use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision
Reading	2.6-Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses	a-establish purpose for reading assigned and self-selected texts b-generate questions about text before, during, and after reading to deepen understanding and gain information]

metacognitive skills to both develop and deepen comprehension of increasingly complex texts	d-create mental images to deepen understanding f-make inferences and use evidence to support understanding g-evaluate details read to determine key ideas i-monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down
2.7-Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed	a-describe personal connections to a variety of sources e-interact with sources in meaningful ways such as illustrating or writing
2.8- Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts	a-discuss topics and determine theme using text evidence with adult assistance b-describe the main character's (characters') internal and external traits c-describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently d-describe the importance of the setting
2.9-Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary,	d-recognize characteristics and structures of informational text

	classical, and diverse texts	
	2.11-Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	b-develop drafts into a focused piece of writing d-edit drafts using standard English conventions
	2.12-Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful	b-compose informational texts, including procedural texts and reports c-compose correspondence such as thank you notes or letters
	2.13-Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes	g-use an appropriate mode of delivery, whether written, oral, or multimodal, to present results
Science	2.1-Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures	b-identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal

	2.3-Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions	a-identify and explain a problem and propose a task and solution for the problem
	2.8-Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky	a-measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data
	2.9-Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment	b-identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things
Math	2.2-Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value	a-use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones d-use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)
	2.8-Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties	a-create two-dimensional shapes based on given attributes, including number of sides and vertices c-classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices

	2.9-Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time	d-determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes
	2.10-Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems	b-organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more

APPENDIX C

KNOWLEDGE STATEMENTS AND STUDENT EXPECTATIONS FOR FIESTA

UNIT WEEK 1

Content Areas	Knowledge Statement	Student Expectation
Social Studies	2.6-Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation	a- identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes b-locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes
	2.7-Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns	a- describe how weather patterns and seasonal patterns affect activities and settlement patterns d-identify the characteristics of different communities including urban, suburban and rural, and how they affect activities and settlement patterns
	2.18-Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	b-obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts
	2.19-Social studies skills. The student communicates in written, oral, and visual forms.	a-express ideas orally based on knowledge and experiences
Reading	2.6-Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts	a-establish purpose for reading assigned and self-selected texts b-generate questions about text before, during, and after reading to deepen understanding and gain information] d-create mental images to deepen understanding f-make inferences and use evidence to support understanding g-evaluate details read to determine key ideas

		i-monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down
	2.8- Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts	a-discuss topics and determine theme using text evidence with adult assistance b-describe the main character's (characters') internal and external traits c-describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently d-describe the importance of the setting
	2.11-Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	b-develop drafts into a focused piece of writing d-edit drafts using standard English conventions
Science	2.8-Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky	a-measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data
	2.9-Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment	b-identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things
Math	2.2-Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value	d-use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)
	2.10-Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems	b-organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more

APPENDIX D

FULL FIESTA UNIT

Unit 6: Thinking like a Geographer and Historian
Let's Have a Fiesta!

Time frame: 21 days

Unit Summary: This unit, Let's Have a Fiesta!, is designed to help your students gain knowledge in geographic and historical thinking skills by engaging in a local event in which they are familiar. Fiesta San Antonio has an immense impact in Bexar County, Texas and has influenced the area for well over 100 years! Rather than study each concept in isolation, the unit brings all the standards together around a common theme of Fiesta San Antonio. The unit is broken down into 4 weeks, with explanations and links for resources embedded within the lesson explanation. The ***Lesson Explanation*** provides information about the learning of the day along with ideas about how you might structure your lessons. The grade level ***TEKS Addressed*** column provides standards that are directly aligned to the content area curriculum guides that are being taught at the same time as this unit (Math Unit 8: Fraction, Math Unit 9: Geometry, ELAR Unit 6: Literary Elements, ELAR Unit 7: Persuasion, Science Unit 7: Investigating Organisms and Environments). The column titled ***Further Integration Ideas*** provides more examples of ways to integrate content area learning. These TEKS provide opportunities to review previous learning or to explore future learning.

Unit Questions:

- How has Fiesta San Antonio changed across time?
- How have physical characteristics of place impacted Fiesta San Antonio?
- How can we save natural resources during Fiesta San Antonio?

Social Studies TEKS:

- Social Studies Knowledge (TEKS)
    - (2.2) History. The student understands the concepts of time and chronology.
    - (2.3) History. The student understands how various sources provide information about the past and present
    - (2.5) Geography. The student uses simple geographic tools such as maps and globes.
    - (2.6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation.

- (2.7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.

- Student Expectations
  - (2.2A) describe the order of events by using designations of time periods such as
  - historical and present times-*Readiness*
  - (2.2B) apply vocabulary related to chronology, including past, present, and future-*Supporting*
  - (2.2C) create and interpret timelines for events in the past and present-*Supporting*
  - (2.3A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources-*Supporting*
  - (2.3B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews-*Supporting*
  - (2.5A) interpret information on maps and globes using basic map elements such as title, orientation, north, south, east, west, and legend/map keys-*Readiness*
  - (2.5B) create maps to show places and routes within the home, school, and community-*Supporting*
  - (2.6A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes-*Supporting*
  - (2.6B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes-*Supporting*
  - (2.6C) examine information from various sources about places and regions-*Readiness*
  - (2.7A) describe how weather patterns and seasonal patterns affect activities and settlement patterns- *Readiness*
  - (2.7B) describe how natural resources and natural hazards affect activities and settlement patterns-*Supporting*
  - (2.7C) explain how people depend on the physical environment and natural resources to meet basic needs-*Readiness*
  - (2.7D) identify the characteristics of different communities including urban, suburban and rural, and how they affect activities and settlement patterns-*Readiness.*

- Process Skills
  - (2.18A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
  - (2.18B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts

- (2.18C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information
- (2.18D) sequence and categorize information
- (2.18E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting
- (2.19A) express ideas orally based on knowledge and experiences
- (2.19B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas
- (2.20A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- (2.20B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

Unit Themes:

- Week 1: Place/Location (5 days)
- Week 2: Maps (5 days)
- Week 3: Time (5 days)
- Week 4: Natural Resources (5 days)

Vocabulary:

- Natural resources
- Map
- Compass
- Legend
- Title
- Globe
- Key (map)
- Cardinal directions
- Compass rose
- Country
- State
- City
- Urban
- Suburban
- Rural
- Past
- Present
- Future
- Chronology
- History
- Primary source
- Timeline

Sample Lesson Progression:

Week 1: Place/Location

Unit Identifier	TEKS Addressed	Lesson Explanation	Further Integration Ideas
1-1	SS 2.6A SS 2.19A	Today's lesson has 2 goals. First, we want to introduce students to our unit and get them excited about studying Fiesta! You might have students share experiences of Fiesta. You can watch the VIDEO link provided and have students dance along. You may even want to decorate your room with special papel picado. The second goal is to help students orient where San Antonio is in the world. Explain to students that when studying social studies, place is very important. We need to understand exactly where Fiesta San Antonio takes place. They need to locate San Antonio within the state, country, continents and globe. Start by exploring google earth and asking students prior knowledge about states, countries and continents. Then create a Location Foldable. The Clipart document provides examples of what you might use on each foldable page. To ensure students are understanding where San Antonio is during that time, model for them the location using google earth. Have students place stickers approximately where San Antonio would be on the picture for state, country, continent and globe. Extend the lesson by playing a game of Simon Says. The teacher explains characteristics of a particular continent or body of water, and the students have to identify which is correct.	ELAR 2.6A, 2.6B, 2.6D, 2.6 F, 2.6 G, 2.6I, 2.8A, 2.8B, 2.8C, 2.8D – Read books about San Antonio or their home town and give students opportunities to practice comprehension skills. Books such as: • San Antonio and the State of Texas: Cool Stuff Every Kid Should Know by Kate Boehm Jerome • Good Night San Antonio by Adam Gamble and Mark Jasper • Where Are You From? by Yamile Saied Mendez
1-2	SS 2.6B	The lesson for today is helping students to locate places of significance around them. Using the Location Foldable from yesterday, go through each of the different pages and add the following locations. You can use colored dots, stickers, etc. Be sure to label each location! • State page – Austin (capital), Gulf of Mexico, Houston, Dallas, San Antonio • Country page – Washington DC (capital) • Continent page – Canada, Mexico	ELAR 2.6A, 2.6B, 2.6D, 2.6 F, 2.6 G, 2.6I, 2.8A, 2.8B, 2.8C, 2.8D – Read books about the continents and oceans, and the US capital and give students opportunities to practice comprehension skills. Books such as: • Explore Earth's Seven Continents by Bobbie Kalman • The ABCs of Continents by Bobbie Kalman

		Extend the lesson by playing a game of Simon Says. The teacher explains characteristics of a particular continent or body of water, or other location and the students have to identify which is correct.	• National Geographic Kids Beginner's World Atlas • Counting the Continents by Ellen Mitten • The 50 States by Gabrielle Balkan • "A Kid's Guide to Washington, D.C. by Miriam Chernick • Larry Gets Lost in Texas by Michael Mullin and John Skewes
1-3	SS 2.7A SS 2.19A ELAR 2.11B ELAR 2.11D Sci 2.9B	The lesson for today focuses on weather patterns and seasons. Start with a discussion about the four seasons, drawing on students prior knowledge. You might record their answers on the board or chart paper. Ask students to describe what the four seasons are like in San Antonio. Show students a yearly calendar and have identify when Fiesta usually occurs (April). Have them describe what the weather is usually like in April. Look up common temperatures and precipitation patterns in San Antonio for April. Have students discuss in groups why Fiesta is held in April. Have them record their ideas in their journal. Then, have students independently write how they think Fiesta would be different if it was held in November. Encourage students to write at least 3 ways that the event would be different. Prompt students with ideas such as how their clothes might change, how the parades might change, how the food might change, how the travel might change, etc. You could also provide students with the April 2019 Temperatures. Have students circle the dates of Fiesta 2019 (April 18-29). Let students work together to graph the four hottest days of Fiesta on the Temperature Bar Graph page.	Science 2.8A and Math 2.10B - –Provide students with the April 2019 Temperatures. Have students circle the dates of Fiesta 2019 (April 18-29). Let students work together to graph the four hottest days of Fiesta on the Temperature Bar Graph page.
1-4	SS 2.7D SS 2.18B 2.19A	Today students will be exploring different communities within San Antonio. Start by showing the San Antonio Attractions Map. Give students a chance to share places they have been or may want to go to. Have them practice using cardinal directions. You may want to	Math 2.2D – Using the City Populations page, ask students to write down the populations for Blanco, La Vernia and Poth. See if they can put the populations in order from greatest to

		zoom into different sections of the map to make it easier for students to see. Ask questions such as "what direction is The Doseum from the Alamo?" Introduce the terms urban, suburban and rural to students. Play this VIDEO to get students thinking about the differences between the terms. Complete the Communities Graphic Organizer with the students. After pointing out 3-4 main differences between each type, allow students to draw pictures of each! You can also have students play a matching game or create a book with the Types of Communities printable. If you have computers or iPads in your class, you could also give groups or individual students a few cities from the City Populations resource and have them look them up on google maps. Based on the population and the location of the city, have them determine if it is urban, suburban or rural.	least! If they have trouble, let them build the numbers using place value blocks.
1-5	SS 2.7D SS 2.18B ELAR 2.6F 2.11B ELAR 2.11D	Today students will be making inferences about why Fiesta events happen where they do. Show the Fiesta Events Map printed or ONLINE and discuss with students whole group. Go through each of the different events and where they are located on the map. Ask students to make predictions about why these events happen where they do. For example, lots of people nearby, lots of streets for parades, large spaces for crowds, etc. Have students work together to come up with some reasons why there should be a Fiesta event in their area. You may want to meet with each group and help them compile a list of reasons. Then, have students write a short letter to Fiesta Leaders about why there should be a Fiesta event in their area. Have them write their letters on the colorful Fiesta Writing template!	Math 2.10 B – Have students ask 10 friends, teachers and school workers if they think there should be a Fiesta event in their area. Be sure they write down, or tally, how many answers of yes and no they get. Then, let students make a pictograph or bar graph of their results.

Week 2: Maps

Unit Identifier	TEKS Addressed	Lesson Explanation	Further Integration Ideas
2-1	SS 2.5A SS 2.18B	The lesson today focuses on map skills. students will identify parts of a map and practice interpreting a map of Texas. The Texas Map provided could be included in student journals, or you could include questions for students to answer in small groups or independently depending on your needs. It is important that students understand what the compass is and the cardinal directions shown on the compass. This is a skill that you will want to continually practice throughout the unit. Anytime a map is used during the unit, ask students to describe a location using cardinal directions. On the map provided, have students label the compass rose. Additionally, you will want to draw their attention to the key. Explain what the pictures mean. You could even add color to them to make it easier to see. Guide students through the key and add to it! For example, you may add the Star and show that it means capital. You can add dotted lines to show separation of states. Add a color or another symbol to San Antonio and add it to the key for Fiesta. Practice interpreting the map in different ways and allow students a chance to describe locations using cardinal directions. Give each small group of students a different location to describe using the Group Questions for Texas Map. Ask each group to describe the location in as many ways as they can using cardinal directions! They could speak about them in groups or write them down in their journals.	ELAR 2.6A, 2.6B, 2.6D, 2.6 F, 2.6 G, 2.6I, 2.8A, 2.8B, 2.8C, 2.8D – Read books about maps and mapping skill and give students opportunities to practice comprehension skills. Books such as: • Mapping Penny's World by Loreen Leedy • Me on the Map by Joan Sweeney • Mapping my Day by Julie Dillemuth • There's a Map on My Lap! All About Maps by Tish Rabe
2-2	SS 2.5A SS 2.18B SS 2.19A	Today we will continue practicing map elements but with a map of Parade Route A Inform students that the map for the Battle of Flowers parade has been released by the organizers have missed some important information! Explain to students that we need to add a few elements to our maps to ensure that everyone can read them. Model for students and add the Title, Legend or Key, and Compass	Math 2.8A, 2.8C – Using one of the Parade Route Maps, ask students to find out how many triangles are on the page and how many rectangles are on the page. Then, see if students can determine the total number of

		Rose. Ask students if anything else is missing? See if they can figure out the difference between the pink line and the blue line. Label the blue line River Parade, and the pink line Battle of Flowers parade. Be sure to title this map 2020 Fiesta Parade Routes. Give each table or small group a copy Parade Route B. Have students work together to label and complete the rest of the map. Also, have students figure out what the arrow should be pointing to. To extend the lesson, have students compare the two maps. You could have them work in groups and discuss the similarities and differences they see, or they could write it in a Venn Diagram.	triangle vertices or sides and the total number of rectangle vertices or sides!
2-3	SS2.5B SS2.18B SS 2.19B SS2.20B	The next three days will be spent putting together a persuasive packet. Ask students if they would like to have a fiesta parade on their school campus? Explain that anytime we have creative ideas we need to be sure we think it through and create a plan. Put students into teams to work through their School Fiesta ideas. Explain that over the next few days, they will need to come up with 2 items to share with the school principal. Show students the School Fiesta Checklist and explain each of the parts that they need to include - the map and the letter. Feel free to edit the checklist based on the needs of your class. Go on a walk with students around the school. Help them map out a simple version of their school layout. They do not need to show every classroom, but their maps should show the outside shape of the school. It may be helpful to share a google earth image of the building from above! Have each student sketch a draft in their journal.	Math 2.8A, 2.8C – After students have created the maps for their School Fiesta, have them identify which polygons are represented on their map. Have them create a list of how many of each polygon. ELAR 2.12 C is also being covered in the School Fiesta letter writing activity.
2-4	SS2.5B SS2.18B SS 2.19B SS2.20B ELAR 2.11B ELAR 2.11D	Students can continue working in their groups to create a map on poster paper of the school and the route they think the parade should go. Let them know their route should have a Start and an End. It should also have a Title, Legend or key and compass rose. As a whole class, brainstorm reasons why the school should have their own parade. Also, brainstorm how their class can help prepare	Math 2.8A, 2.8C – After students have created the maps for their School Fiesta, have them identify which polygons are represented on their map. Have them create a list of how many of each polygon.

		for the parade. Have these posted in the room to help student groups. Continually meet with each group to ensure they are moving forward.	ELAR 2.12 C is also being covered in the School Fiesta letter writing activity.
2-5	SS2.5B SS2.18B SS 2.19B SS2.20B ELAR 2.11B ELAR 2.11D	Give students time to finish their maps and color them, and allow students to write their letter in their best handwriting. You may want to provide other guidance as far as what the letter should look like and include. Use or add to the School Fiesta Checklist to help students know what to include. The checklist can also serve as a great rubric for grading!	Math 2.8A, 2.8C – After students have created the maps for their School Fiesta, have them identify which polygons are represented on their map. Have them create a list of how many of each polygon. ELAR 2.12 C is also being covered in the School Fiesta letter writing activity.

Week 3: Time

Unit Identifier	TEKS Addressed	Lesson Explanation	Further Integration Ideas
3-1	SS 2.2A SS2.18D ELAR 2.7A ELAR 2.7E	Today the focus is on exploring time periods such as historical (past) present. You could start by introducing students to time periods by showing this VIDEO. Give students an opportunity to talk about things that happened to them in the past. Ask students how we can keep track of things that happen in our life (ex. diaries, pictures, stories, recordings, videos, etc.). Ask students if they know what a timeline is. Describe or show them how it is similar to a number line! You can also show them the Past and Present PPT that shows examples of a variety of items in the past vs. the future. You can always add pictures to the PPT based on your students interests and hobbies. Choose (or have students choose) 5 events from the Battle of Flowers Timeline that they would like to include on their timeline. Give students a copy of the Blank Timeline to put in their journals. Model for students how timelines start on the left and go to the right. Help them determine which years are smaller using place value. This is a great opportunity for them to practice place value skills! If you want to challenge your students, give them the 5 years first and let them put them in order from least to greatest. Then provide them with the details of that date to include on their timelines.	Math 2.2A – Have students choose one year from the Battle of Flowers Timeline. Then, have them create Pictorial Models to show how many thousands, hundreds, tens and ones are in that year. ELAR 2.9Diii – Have students use chronology language such as first, second, third, etc. to describe their Battle of Flowers timeline they made with the Blank Timeline.

3-2	SS 2.2B SS 2.3A SS 2.6C SS 2.18D ELAR 2.11D	Today students will get a chance to practice using chronology language. Share the Parade Floats Across Time with students whole class. Have students think about which pictures are from the past and which are from the present (be sure and cover the years). When showing students the pictures, ask prompting questions to help them think about WHY two of the pictures are from the past and one is from the present. Ask them about transportation, buildings, clothing, etc. to help them find clues as to what time period they came from. After, reveal the years associated with each picture. Also, draw attention to the source information so that students can see where the pictures were found. Give students the Sequencing page and have them write a sentence or two about each float. Make sure they use the words Past and Present in their sentences. On the second page, students can design a Fiesta float from the future! Have them draw a picture of their future Fiesta float and write about it below. Tell them to be sure and describe what year their float would be in!	ELAR 2.9Diii – Have students use chronology language such as first, second, third, etc. to describe their Battle of Flowers timeline they made with the Blank Timeline.
3-3	SS 2.2C SS 2.3A SS 2.6C SS 2.18D SS 2.19B ELAR 2.7A ELAR 2.7E	Today the lesson is focused on interpreting timelines. Put students into groups and let each group get a copy of the Battle of Flowers Scrambled Timeline. Let groups work together to put their timeline in order. Provide support to groups as needed. Students could create a visual representation of their timeline in creative ways such as on posters or by using string to string each page together. Let the students be creative!	Math 2.9D – have students find the length and height of their finished timeline. As a class, determine which groups timeline is tallest and longest
3-4	SS 2.3A SS 2.3B SS 2.6C SS 2.18A SS 2.18B SS 2.18D ELAR 2.7A	Today the lesson is focused on interpreting primary sources and determining their time period. Model for students using Primary Source Set 1. As a class look at each picture thoroughly. Use the computer to zoom in on particular elements and draw their attention to a variety of details. Using the Primary Source Analysis Organizer, guide students and record examples of observations, inferences and questions they have.	Math 2.2A – Have students choose one year from the Battle of Flowers Timeline. Then, have them create Pictorial Models to show how many thousands, hundreds, tens and ones are in each year from Primary Source Set 1. ELAR 2.9Diii – Have students use chronology language such as first, second, third, etc. to

	ELAR 2.7E	Be sure and pay special attention to the time periods. Sort the pictures into past and present day. Be sure students give evidence as to WHY the picture is past or present day.	describe the order of events from Primary Source Set 1.
3-5	SS 2.3A SS 2.3B SS 2.6C SS 2.18A SS 2.18B SS 2.18D ELAR 2.7A ELAR 2.7E ELAR 2.11B ELAR 2.11D	Today students will get to practice analyzing their own sets of primary sources. Give each small group two pictures from the Primary Source Set 2 document. Have students work together to complete a Primary Source Analysis Organizer for each, giving 3 observations, 2 inferences and 1 question. As an exit ticket, have students complete the Primary Source Exit Ticket that requires them to identify a picture as past or present, and write why they think it is past or present.	Math 2.2A – Have students build Pictorial Models of how many thousands, hundreds, tens and ones are in each year from the Primary Source Set 2. ELAR 2.9Diii – Have students use chronology language such as first, second, third, etc. to describe the order of events from Primary Source Set 2.

Week 4: Natural Resources/Recycling

Unit Identifier	TEKS Addressed	Lesson Explanation	Further Integration Ideas
4-1	SS 2.7C	The lesson for today will be about introducing students to natural resources. To get students thinking about natural resources, have them watch this VIDEO, or this BrainPOP, Jr.! Give students the Natural Resources Chart. Work together to find things around the room, school, or playground that fit into each category of natural resources. Extend the lesson by having students identify which items on their chart are needs vs. wants. Remind students that natural resources help us meet our basic human needs.	ELAR 2.6A, 2.6B, 2.6D, 2.6 F, 2.6 G, 2.6I, 2.8A, 2.8B, 2.8C, 2.8D – Read books about natural resources and give students opportunities to practice comprehension skills. Books such as: • Anywhere Farm by Phyllis Root • Kate, Who Tamed the Wind by Liz Garton Scanlon • Our Gift-Filled Earth by Eun Hee Na and Ha Jin Jung • Thank You, Earth: A Love Letter to Our Planet by April Pulley Sayre
4-2	SS 2.7C	Today the lesson on natural resources will continue. Walk through the pictures using the Natural Resource and Conservation document. Highlight the items that natural resources are used for. Have students brainstorm more items and add them to the list. Also,	ELAR 2.6A, 2.6B, 2.6D, 2.6 F, 2.6 G, 2.6I, 2.8A, 2.8B, 2.8C, 2.8D – Read books about recycling and give students opportunities to practice comprehension skills. Books such as:

		highlight the ways we can save natural resources. Again, have students brainstorm new ideas and add them to the list. Give students a copy of the Natural Resource to Product document. Explain to students that not only can natural resources help us meet basic needs, they can also help to create more products. You may want to go over the first few examples with the students. Then, have them complete the rest of the chart individual or in small groups. Lastly, students will get a chance to think of another product that is made from natural resources and draw a picture.	• Why Should I Recycle by Jen Green • One Plastic Bag by Miranda Paul • What A Waste: Trash, Recycling, and Protecting Our Planet by Jess French • The Great Kapok Tree by Lynne Cherry
4-3	SS 2.7B SS 2.20A Sci 2.3A	The next three days will focus on ways of conserving natural resources at Fiesta. Explain to students that their job over the next few days will be to answer the following question: How can we encourage others to conserve natural resources while at Fiesta? Show students the Conserving Resources Checklist and explain that their project will have 3 items: a list, a plan and a product. You may want students to work in small groups for this project. After introducing the project, have students work together to come up with a list of as many products made from natural resources as they can that are found at fiesta. You can bring up pictures on the internet by searching Fiesta San Antonio. This may help students find more products! Have each group decide on 1 product that they want to help others to conserve	Sci 2.1B– This TEKS is also covered by completing the Conserving Resources project this week
4-4	SS 2.7B SS 2.20A Sci 2.3A	Let students work on their Conserving Resources Planning Sheet. Let students know that this is their plan for how they will help encourage others to conserve their chosen resource during Fiesta. Rotate around to each group and provide support as needed. Make sure they complete the entire planning sheet and provide a picture as well. *Based on the students' plan, you may need to acquire resources to have ready for the following day.	Sci 2.1B– This TEKS is also covered by completing the Conserving Resources project this week ELAR 2.11Bii – As students work on their Conserving Resources Planning Sheet, remind them their plan has to be detailed enough that others will understand ELAR 2.12B – Encourage students to use procedural language in their Conserving Resources Planning Sheet,(ex: first we will…, next we will…)

4-5	SS 2.7B SS 2.20A Sci 2.3A	The last day students will finalize their conservation projects. Here, they will make a product based on their conservation plan. For example, if the groups plan was to create a commercial for conserving plastic during Fiesta, let students use an iPad and create their commercial on Flip Grid or another app of your choice. Or if the groups plan was to make posters to post around the city, have them make final versions of what their posters would look like. Let the students be creative and have fun putting their projects into action!	Sci 2.1B– This TEKS is also covered by completing the Conserving Resources project this week ELAR 2.11Bii – As students work on their Conserving Resources Planning Sheet, remind them their plan has to be detailed enough that others will understand ELAR 2.12B – Encourage students to use procedural language in their Conserving Resources Planning Sheet,(ex: first we will…, next we will…) ELAR 2.13G – This TEK Is covered based on the final products of the Conserving Resources Project

**Any and all materials that were retrieved from Teachers Pay Teachers were FREE and can be found at*

www.teacherspayteachers.com

APPENDIX E

FEEDBACK PROTOCOL QUESTIONS

Week 1: Place/Location (Yellow Table)

- Would you implement Week 1 as it is presented? Please explain why or why not.
- What constraints would prevent you from implementing Week 1 as it is presented?
- Would you implement Week 1 after making modifications? Please explain why or why not.
- What modifications would you make to Week 1? Please be specific.

Week 2: Maps (Green Table)

- Would you implement Week 2 as it is presented? Please explain why or why not.
- What constraints would prevent you from implementing Week 2 as it is presented?
- Would you implement Week 2 after making modifications? Please explain why or why not.
- What modifications would you make to Week 2? Please be specific.

Week 3: Time (Orange Table)

- Would you implement Week 3 as it is presented? Please explain why or why not.
- What constraints would prevent you from implementing Week 3 as it is presented?
- Would you implement Week 3 after making modifications? Please explain why or why not.
- What modifications would you make to Week 3? Please be specific.

Week 4: Natural Resources (Blue Table)

- Would you implement Week 4 as it is presented? Please explain why or why not.
- What constraints would prevent you from implementing Week 4 as it is presented?
- Would you implement Week 4 after making modifications? Please explain why or why not.
- What modifications would you make to Week 4? Please be specific.