

Integrating the Core Concepts and Collaborative Skills into the Curriculum

A goal of the Supportive Classroom is to integrate the core concepts and collaborative skills into the classroom curriculum so that they are an interregal part of each lesson taught. In an effort to achieve this integration, teachers have found it useful to embed core concepts and selected collaborative skills within major classroom projects. Although one or two core concepts may be emphasized within a given unit, the core concepts are interrelated and each should be highlighted at some point during each school day.

It is also useful as a school to emphasize selected core concepts on a school-wide basis so that all adults working in the school, students and parents know that the identified concept will be a part of each major project the students are involved with during that time period. For example, all classrooms within the school might be involved in a food drive around the Thanksgiving holiday. The emphasis of the food drive can be framed to give the students a "real life" experience in "sharing" with others.

Timeline: You *SHOULD* develop a timeline so that classrooms are working towards the same core concepts together. For example, sharing is a good one to do over Christmas and Respect might align well with Memorial Day and/or Green-up Day, Belonging is a good one to begin the year with, etc.):

Samples:

Sept. - Nov.

Nov - Dec.

Jan. - March

April - June

Belonging

Sharing

Trust

Respect

Theme: You might also develop a classroom or school-wide theme that highlights the core concepts:

Samples:

- "Let's Fly Together"
- "Growing Together"
- "We All Belong"

Integrating Core Concepts and Selected Collaborative Skills into an Academic Unit

Team: _____ **Date:** _____

Instructional Team

Members: _____

Selected Unit Title: _____

Brief Description of the Unit:

Core Concepts Selected for Integration into this Unit

Belonging Respect Trust Sharing

Collaborative Skills Selected for Integration into this Unit

(Select up to three skills):

- 1. _____
- 2. _____
- 3. _____

For each section listed below, briefly list current facts for the unit and then describe how the selected Core Concepts and Collaborative Skills will be woven into this unit

Expected Knowledge Outcomes. What are you expecting students to learn through this unit? (e.g., How people lived during the Revolutionary War. How to build a magnet. How to write a business letter. How to do an effective presentation.)

Additional or Revised Knowledge Outcomes:

Student Performance Outcomes: (e.g., Write a research paper, give a class presentation, create a display, create original artwork, give a performance, take a test, work in a cooperative group)

Additional or Revised Student Performance Outcomes:

Major Unit Activities: (e.g., library research, partner/group work, interview a community member, do an experiment, design a floor plan, art project)

Additional or Revised Major Unit Activities:

Readings Required for Unit Completion:

Additional or Revised Required Readings:

Unit Evaluation: How will you evaluate how well students do on this unit?
(e.g., Grade permanent products based on rubrics. Grade student performances base on performance rubric. Process task and relationship behaviors with students after each activity)

Additional or Revised Evaluation Activities: