Don’t choose between Science and Social Studies – Integrate them!

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Hello!

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Why we support integrated learning
Integrated learning because...

**TIME**
Teachers claim they do not have time in their day to teach science and social studies.

**CONNECTION**
Students are able to understand that learning within one content is connected to other content areas.

**AUTHENTICITY**
Students are able to utilize the skills of literacy in an authentic manner within other content areas as they read, write, speak and think as historians and scientists.
As consultants, we recommend integration to teachers but recognized that we were not able to provide an example of this work...

So we began our journey to create one.
How we created an integrated unit model
Roadmap of the work

1. Bundled science and social studies standards by themes

2. Leveraged ELA, math, computer science standards

3. Developed learning intentions based on our standards

4. Developed activities, lessons, etc with student agency in mind

5. Applied Universal Constructs and SEL Competencies

6. Continual revisions and adjustments to the unit through collaboration of ideas.
Resources that guided our work

- **Universal Constructs**
- **SEL Competencies**
- **Standards Matrix**
- **ELA Explicit vs Integrated Standards**
  - Kindergarten
  - 1st grade
  - 2nd grade
  - 3rd grade
  - 4th grade
  - 5th grade
Moving forward

- Selection of pilot teacher team to field test
- Field tested with classroom visits
- Revisions made based on teacher feedback
Kids enjoy this time in class and it is a great opportunity for kids to learn how to work together in small groups. A lot of life lessons learned in this curriculum.”

- 3rd grade teacher
My son came home every day so excited. He would not stop talking about this unit and kept researching at home about different locations and survival all on his own. He still talks about this unit today [months after it was completed].”

- 3rd grade parent
What is the integrated unit?
Unit Overview: Survival, Trade, and Migration

**Cycle 1: Survival**
Students will be tasked with selecting items to pack for survival for 2 weeks in a randomly selected remote location in May of 1850.

**Cycle 2: Trade**
Students are surprised to learn they will not be leaving their location after those 2 weeks and have to consider what skills or items they would have available to trade for continued survival.

**Cycle 3: Migration**
Students consider how they could encourage others to migrate to their location to make their community stronger.
Access the unit


Hard copy of teacher edition
Access the unit


Google folder of all materials
◇ Teacher edition
◇ Student edition
◇ Presentation slide deck
◇ Print resources
Access the unit

Mobile access
Open resource to use as a model for integrated unit design.
Explore

What do you notice about this work?

What do you wonder about this work?

What questions can we answer?
What is next and where can we find it?

Visit our [website](#) to find other, shorter learning pathways and to find our future work (which will include a kindergarten fully integrated unit that we hope to pilot in the fall.)
Thanks!

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