

## Planning and Integrating Curriculum

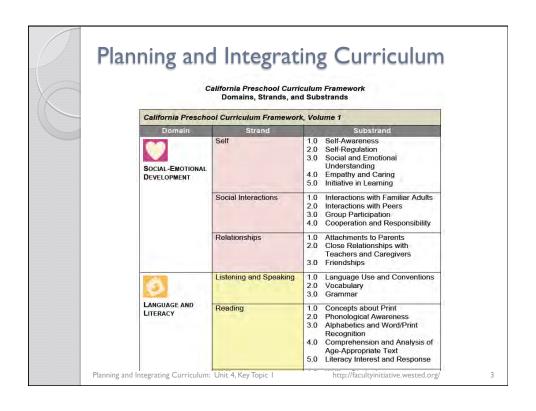
## **Review**

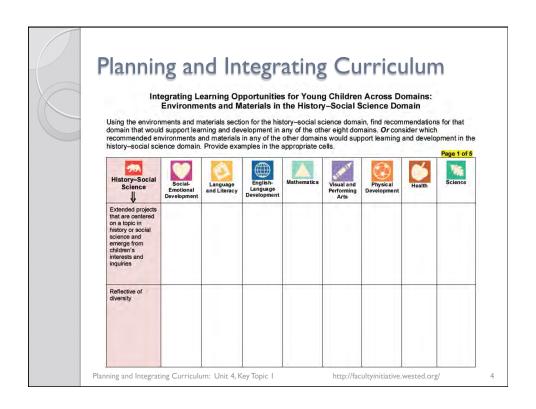
- Summary of the history–social science foundations and strands and substrands for the history–social science domain (pp. 49–50)
- Summary of the science foundations and strands and substrands for the science domain (pp. 151–152)
- Organization of the curriculum framework (pp. 9–11)

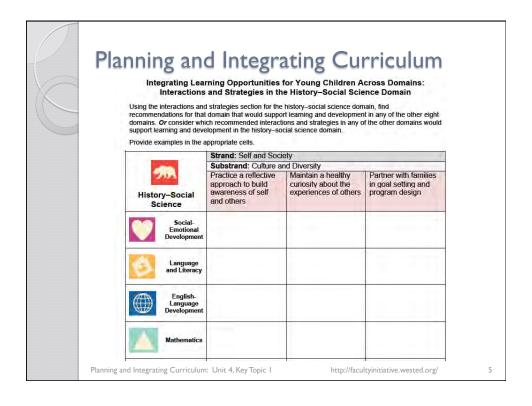
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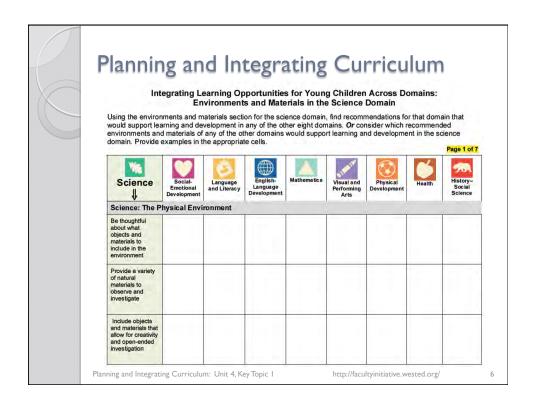
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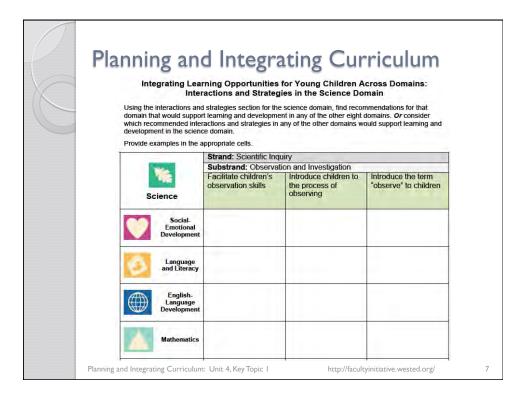
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## Planning and Integrating Curriculum

- What is your most important discovery?
- How can this help in planning curriculum for young children?
- Where are there many links between domains, strands, or substrands?
- Where are there few links between domains?
- Does this occur more for whole domains or for individual strands or substrands?
- How could what you discover about relations between domains relate to assessment?

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- What are some insights and/or questions that are emerging as you work across domains?
- Where are there surprises?
- Where is this challenging? What can you do about the challenges?
- What are some strategies that you used to review the contents of several documents at once?
- What would you like to explore more in relation to working across domains? How could you do that?

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