

## Developing Multidisciplinary Integrated Curriculum

### 1 Curriculum Mapping

*Each team member records and shares the scope and sequence of our course with the team. This mapping process should include standards and original performance measures that students are expected to demonstrate over the course of the year. This does help to clarify your own thinking regarding how your course is sequenced, but the primary goal of curriculum (and performance) mapping is for all team members to become familiar with each others' subjects so the team can recognize how their subjects are related and find common connections.*

### 2 Overarching Theme

*As a team, examine the existing scope and sequence of concurrent academic and CTE classes to identify related concepts and content knowledge. Your goal is to find authentic connections between the existing curriculum and performance measures, not to insert additional curriculum into your schedules. After considering the identified possibilities, choose a theme that crosses multiple subject areas. Also consider what themes will be of interest to your students, of interest to you as instructors, whether this theme can be supported by your industry partners.*

### 3 Essential Questions

*Set up a need-to-know learning opportunity for students by framing the unit and driving the instruction with an essential question. The overarching question should be broad and open-ended, requiring students to synthesize learning from multiple classes to fully answer. This essential question can and should be broken down into smaller sub-questions that can be addressed in the individual classes through individual lessons that are brought together by the culminating project.*

### 4 Performance Assessments

*Each subject area should have individual performance assessments, but should also contribute to the culminating project as a whole. The performance assessments associated with the culminating project should provide students with the opportunity to directly apply the content they learned in each subject matter in meaningful ways.*

### 5 Industry Partners

*Industry and post-secondary partners can have roles at various stages. During curriculum development, partners can be brought in to help in planning, with identifying authentic connections and projects, and to provide specialized content knowledge. During implementation, industry professional can be co-instructors, serving as guest speakers, sponsoring site visits, or providing feedback for ongoing student work. At the end of the unit, industry and post-secondary partners can help to evaluate the final project to industry standards.*

### 6 Reflection and Revision

*During and after implementation, plan time to meet as a team to discuss how the different pieces of fit together and whether or not the lessons and the unit were effective in engaging students and achieving your anticipated learning goals.*