



**Curriculum Council
October 1, 2009
GMTCC Community Education Center (CEC)**

Topic: Discussion of *Erickson* (Intro and Ch 1)

Council members shared their perspective on the reading and its relationship to the Council's task of developing cross-discipline learning goals and curriculum design principles.

Some of the insights shared:

- We need to ensure a shared understanding of integration not as a simplistic "mixing of content" but rather, helping students see patterns and connections between related concepts, principles, and generalizations.
- Integration from this perspective should help teachers and students answer the essential question "Why are we teaching and learning what we're teaching and learning?"
- Integration from this perspective doesn't require a single pedagogical approach. It might combine two or more content areas or be implemented within the context of a single subject.
- If we as a Curriculum Council can clearly describe and communicate this understanding of integration, it will inform curriculum development, assessment development, questioning and instruction that incorporates higher order thinking, opportunities for students to engage more actively in their learning, drawing on student prior knowledge to inform instruction, problem solving and critical thinking needed for success in a global environment.

Topic: Cross-disciplinary Learning Goals (group work)

See Attachments at End

Action Items Prior to the November Meeting:

1. Complete the Erickson reading assignment
2. Craft a cross-discipline Mission Related Learning Goal (directions and template provided)

Dates of future meetings fall on the first Thursday of each month from 3-5PM, specifically:

November 5

December 3

January 7

February 4

March 4

April 1

May 6

Established Goal

The mission of the Lamoille North Supervisory Union is to work in partnership with local communities to prepare our students to become lifelong learners and gain creative and critical thinking skills and knowledge in order to become productive contributing citizens.

Enduring Understanding

1. Problem solving is a universal need of people and many problems stem from recurring needs, contexts and themes.
2. Students live a complex (integrated) natural world. They don't construct meaning well by looking at things in isolation. Instructional problem solving needs to bring in many disciplinary connections to engage students in meaningful learning.

Essential Question

What are the core cross-disciplinary learning goals that we value for all LNSU students that will guide curriculum and teaching for meaning and transfer, and will help our students become *lifelong learners and gain creative and critical thinking skills and knowledge in order to become productive contributing citizens?*

Knowledge**Skills**

Over arching themes (Systems, Conflict, Interactions) provide a framework for applying integration at the conceptual level, and problem solving to curriculum, assessment, and teaching. Should the Curriculum Council select a core set of over arching themes and provide essential questions to guide thinking of curriculum design and teaching?

Established Goal

The mission of the Lamoille North Supervisory Union is to work in partnership with local communities to prepare our students to become lifelong learners and gain creative and critical thinking skills and knowledge in order to become productive contributing citizens.

Enduring Understanding

1. Enduring Understanding--An effective member of the community draws on prior knowledge in order to incorporate new concepts (link new knowledge to prior knowledge).

Essential Question

What are the core cross-disciplinary learning goals that we value for all LNSU students that will guide curriculum and teaching for meaning and transfer, and will help our students become *lifelong learners and gain creative and critical thinking skills and knowledge in order to become productive contributing citizens?*

Knowledge

Knowledge--Know what I know; know how to be a learner (habit of mind – thinking skills); awareness of time and space; critical analysis; mistakes are a way of learning

Skills

Skills--Inquiry; able to gather information through data collection; search & locate information; self-direction; initiative; organization of time; self-assess where one is at

Established Goal

LNSU students will participate in multiple disciplinary activities that incorporate the vital results of communication, reasoning, personal development and civic/social responsibility.

Enduring Understanding

1. Students learn best if concepts are meaningful and interrelated across core subject areas.
2. Mastery of basic skills in core subject areas are the foundation for all future expanded learning.
3. Students need teachers to make linkages and connections to prior learning and real life situations when introducing new concepts.
4. Effective communication in varied formats is critical.
5. Students need to be able apply core disciplinary skills to solve real life problems.
6. Students need to understand the cultures of multiple societies.
7. Students need to invest themselves intellectually.
8. Positive prospective for future employment require the development of (*stuff from tech center progress report*)

Essential Question

1. What are the core cross-disciplinary learning goals that we value for all LNSU students that will guide curriculum and teaching for meaning and transfer, and will help our students become *lifelong learners and gain creative and critical thinking skills and knowledge in order to become productive contributing citizens?*
2. Should high school level classes be offered just by subject area rather than ability grouping?
3. Do LNSU students have sufficient opportunities to learn about various cultures?
4. What instructional strategies will “really” engage and motivate our students?
5. How can we work with parents of young children to help them understand what skills they need to begin school?
6. Can high school classes be taught more like elementary school classes are taught? More integrated.

Knowledge

1. Comes from the core areas

Skills

1. Map all content areas to determine where the goal Skills can be taught outside of the traditional Discipline.