

**Montclair State University  
Teacher Education Program  
Early Childhood and Elementary Education  
(ECEL 422/522/435/528)  
(6-31-11)**

**INTEGRATED UNIT PLAN**

**Assignment Description**

In collaboration with your classmates (partner), you will research and plan an integrated curriculum unit. Theme should be integrated across the curriculum and subject areas. Unit should demonstrate cultural responsiveness and accommodations for children with diverse background

- Use the NJCCCS when planning the unit and each lesson.
- Complete Part I and Part II

**PART I**

- **Rationale** for the unit: Why did you choose this topic? How is this unit developmentally appropriate for these students? What are the learning outcomes?
- **Essential questions:** Develop essential questions (EQs) that will stimulate inquiry and guide the unit. 2-4 EQs in the unit.
- **NJCCCS:** List NJ subject areas and standards primary to the lesson. Theses should align with learning objectives.
- **Curriculum web:** A curriculum web is a visual representation of how a teacher plans to implement instruction. Create a curriculum web showing the integration of the following curricular areas-Language Arts, Science, Creative Art/Music, Technology, Social Studies, and Math. Etc (meaningful integration). A curriculum web will be created using a graphic organizer, representing clearly how a teacher plans to implement instruction in an integrative manner.
- **Calendar/Timeline:** Plan a two-week calendar indicating the sequence of lessons which build understanding of the EQs.
- **Lesson plans:** You will develop four of these areas into full, written lesson plans; there should be one language arts lesson, one science or social studies lesson, one math lesson, and one area of choice. Each lesson must contain all of the elements of the lesson plan format provided in class including your evaluation of the lesson's effectiveness.
- Each student is expected to create a rubric.
- **Critical thinking (Matrix):** Plan for critical thinking by exploring Gardner's Multiple Intelligence with Bloom's Taxonomy.
- **Resources:** A list of related resources for student and teacher use must be included. There could include but are not limited to: books, videos, CD-ROMS, field trips, websites, local resources-people, places, contact information.

## **PART II: Evaluation-Individual reflection paper two to three pages**

Time to reflect! Your clear and honest self-assessment here is crucial! This evaluation is for the **instructor only**. Address the following questions/statements:

- Reflection: What did you learn about teaching, children and learning, and long term planning in this class?
- Unit experience: The most rewarding and challenging parts of collaborative unit planning are? Through the process of unit planning I learned that...
- Collaborative work: What did you learn through the process of unit planning? Did the members of your team distribute the work equally? Did the individuals complete the work in a timely manner? Did each member do his/her fair share?
- Future development: Identify what professional knowledge, skills, and/or dispositions you would like to target that would improve your performance and that enhance your professional development.