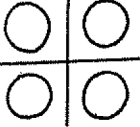
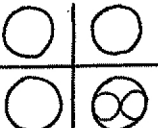

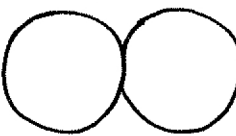
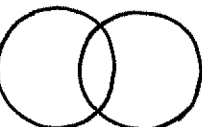
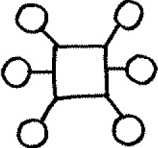
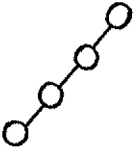
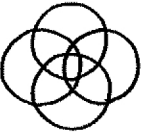
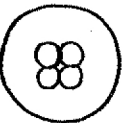
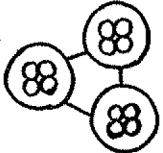


Organization Model of Curriculum Integration (Fortarty, 1991)

Name	Description	Advantages	Disadvantages
<p>Fragmented</p> 	<p>Separate and distinct disciplines</p>	<p>Clear and discrete view of a discipline</p>	<p>Connections are not made clear for students; less transfer of learning</p>
<p>Connected</p> 	<p>Topics within a discipline are connected</p>	<p>Key concepts are connected, leading to the review, re-conceptualization assimilation of ideas within a discipline</p>	<p>Disciplines are not related; content focus remains within the discipline</p>
<p>Nested</p> 	<p>Social, thinking, and content skills are targeted within a subject area</p>	<p>Gives attention to several areas at once, leading to enriched learning</p>	<p>Students maybe confused and loss sight of the main concepts of the activity or lesson</p>
<p>Sequenced</p> 	<p>Similar ideas are taught in concert, although subjects are separate</p>	<p>Facilitates transfer of learning across content areas</p>	<p>Requires ongoing collaboration and flexibility, as teachers have less autonomy in sequencing curricula</p>
<p>Shared</p> 	<p>Team planning and/ or teaching that involves two disciplines focuses on shared concepts, skills or attitudes</p>	<p>Shared instructional experiences; with two teachers on a team it is less difficult to collaborate</p>	<p>Requires time, flexibility, commitment and compromise</p>

<p>Webbed</p> 	<p>Thematic teaching, using a theme as a base for instruction in many disciplines</p>	<p>Motivating for students helps students, helps students see connections between ideas</p>	<p>Theme must be carefully and thoughtfully selected to be meaningful, with relevant and rigorous content</p>
<p>Threaded</p> 	<p>Thinking skills, social skills, multiple intelligences, and study skills are "threaded" throughout the disciplines</p>	<p>Students learn how they are learning, facilitating future transfer of learning</p>	<p>Disciplines remain separate</p>
<p>Integrated</p> 	<p>Priorities that overlap multiple disciplines are examined for common skills, concepts, and attitudes</p>	<p>Encourages students to see interconnectedness and interrelationships among disciplines, students are motivated as they see these connection</p>	<p>Requires interdepartmental teams with common planning and teaching time</p>
<p>Immersed</p> 	<p>Learner integrates by viewing all learning through the perspective of one area of interest</p>	<p>Integration takes place within the learner</p>	<p>May narrow the focus of the learner</p>
<p>Networked</p> 	<p>Learner directs the integration process through selection of a network of experts and resources</p>	<p>Pro-active, with learner stimulates by new information, skills or concepts</p>	<p>Learner can be spread too thin, efforts become ineffective</p>

Source: Fortarty, R. (1991) *The Mindful School: How to Integrate the Curriculum*. Palatine, IL: Skylight Publishing, Inc.