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## *A Guide For Developing Interdisciplinary*

A Guide for Developing Interdisciplinary Thematic Units is a very user-friendly book for those interested in creating interdisciplinary units. It simplifies the work of creating an ITU through it's use of information followed by plenty of examples. The information and options for various forms of assessment were very

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Looks at the development of  
interdisciplinary thematic units,  
covering such topics as content,  
diversity, technology, and classroom  
management.

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management.

Demystifies curriculum integration  
describing a variety of curriculum

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interdisciplinary ranging from  
concurrent teaching of related subjects  
to fusion of curriculum focus to  
residential study focusing on daily  
living, from two-week units to year-  
long courses.

Intended for General Elementary  
Methods, General Middle School  
Methods, and Interdisciplinary  
Instruction courses, this text provides  
teacher candidates with a foundational  
knowledge of the field, coupled with a  
practical suggestions on how to plan  
and implement interdisciplinary  
teaching across the curriculum with  
learners.

The fifth edition of this practical guide  
to interdisciplinary instruction focuses  
on the thinking and reasoning skills  
mandated by the Common Core State

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Standards and the content-learning standards required by an increasing number of states. The author provides an easy-to-follow, step-by-step guide to designing, creating, and implementing unit and lesson plans for all learners. Both pre-service and in-service elementary and middle-school teachers will find Wood's approach to be comprehensive, with a strong theoretical foundation. Using Wiggins and McTighe's backward design process, Wood offers specific protocols for creating unit and lesson plans at the elementary and middle-school levels. By emphasizing differential instruction, constructivist educational philosophy, application of skills in meaningful context, and the art of engaging student interest, he demonstrates how diverse student populations can benefit from the

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interdisciplinary approach. Prospective teachers will learn to create interdisciplinary and multidisciplinary plans that promote problem solving, creativity, and social interaction. Examples abound, with an appendix of sample unit plan designs filled with ideas for lessons and activities.

TEACHING STRATEGIES: A GUIDE TO EFFECTIVE INSTRUCTION, now in its tenth edition, is known for its practical, applied help with commonly used classroom teaching strategies and tactics. Ideal for anyone studying education or involved in a site-based teacher education program, the book focuses on topics such as lesson planning, questioning, and small-group and cooperative-learning strategies. The new edition maintains the book's solid coverage, while incorporating

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new and expanded material on InTASC standards, a new chapter on teaching in the inclusive classroom, and an up-to-date discussion of assessment as it relates to inclusion. The text continues to be supported by a rich media package anchored by TeachSource Video Cases, which bring text content to life in actual classroom situations. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Intended for use by those who have direct responsibility for providing leadership in the area of English, this monograph provides a process for improving the English curriculum in a way that is true to the intellectual and emotional needs of students while

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meeting society's expectations for a practical curriculum. The monograph begins with a retrospective examination of the teaching of English, follows with an analysis of present trends, and sets forth a process of incremental curriculum development. The remaining chapters provide a framework for a mastery curriculum that requires careful structuring. Topics discussed include (1) curriculum mapping, (2) building a content planning matrix, (3) evaluating and modifying the matrix, (4) developing the syncretic English curriculum, (5) providing for mandated competencies, (6) using research to improve the teaching of English, (7) developing the English notebook, (8) using separate objectives in integrated units, (9) building English mastery into interdisciplinary courses, (10)

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designing sound elective programs,  
and (11) writing mastery learning units.  
An epilogue contains a discussion of a  
curriculum of meaning. (HOD)

Interdisciplinarity, a favorite buzzword of faculty and administrators, has been appropriated to describe so many academic pursuits that it is virtually meaningless. With a writing style that is accessible, fluid, and engaging, Lisa Lattuca remedies this confusion with an original conceptualization of interdisciplinarity based on interviews with faculty who are engaged in its practice. Whether exploring the connections between apparently related disciplines, such as English and women's studies, or such seemingly disparate fields as economics and theology, Lattuca moves away from previous definitions

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based on the degrees of integration across disciplines and instead focuses on the nature of the inquiry behind the work. She organizes her findings around the processes through which faculty pursue interdisciplinarity, the contexts (institutional, departmental, and disciplinary) in which faculty are working, and the ways in which those contexts relate to and affect the interdisciplinary work. Her findings result in useful suggestions for individuals concerned with the meaning of faculty work, the role and impact of disciplines in academe today, and the kinds of issues that should guide the evaluation of faculty scholarship.

The health care of a growing older adult population is a crucial issue, and one of increasing concern and cost.

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This text explores the health system's effect on health care and professional practice on societal, institutional, and health team levels. It also clarifies models of disciplinary collaboration, and the contributions of the interdisciplinary model. It relates clinical and non-clinical disciplines and facilitates change toward a more synergistic and effective health system. This book addresses its key issues in two ways: First, it explores the present health care system and how it shapes the health care that older adults receive and the practices of their health professionals. Second, it explores five models of collaboration among health disciplines and how they differ in terms of mutual understanding, extent of collaboration, overlap and flexibility of roles, and openness to incorporating knowledge

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and skills from one another. This text aims to help health professionals, policy makers, and citizens understand the health system, how it shapes the health care they receive and can provide, and how to improve it. It also introduces clinicians and non-clinicians to one another's responsibilities and functions so that they can develop a more synergistic and harmonious health system.

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