

# Developing an Integrated Curriculum Using the Story Model

Drake, Susan M.

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# Developing An Integrated Curriculum Using The Story Model

**Bharath Sriraman, Paul Ernest, Brian Greer**



## **Developing An Integrated Curriculum Using The Story Model:**

**Developing an Integrated Curriculum Using the Story Model** Susan M. Drake, 1992     *A Holistic Educator's Journey* John P. Miller, 2021-08-01 This memoir describes the journey of John Jack Miller. The book explores how his personal journey is related to the work he has done in holistic education, contemplative education, and spirituality in education. In holistic education, the personal and professional are connected. Professor Miller's journey includes events, books, teachers, and the many factors in his life that have contributed to his work, which includes more than 20 books and extensive travel around the world. An example of the relationship between the personal and the professional is that Jack began meditating in 1974, and this practice has provided the foundation for much of his teaching and writing. Professor Miller's book *The Holistic Curriculum*, first published in 1988, along with the publication of the *Holistic Education Review*, have been seen as the beginning of holistic education as a field of study. Since his journey has been connected with so many other holistic educators, this book can serve as one perspective on how the field has unfolded over the past 35 years. Besides this historical perspective, the book includes a chapter on his meditation practice as well as his beliefs. There is also a chapter on his teaching and how he attempts to embody holistic education in his classroom. Praise for *A Holistic Educator's Journey*: Rarely does a field builder allow us the opportunity to journey into the life-long journey leading to the formation of the work. With bold transparency, Miller shares his enormously rich professional and personal journey of seven decades with an open hand. He shows us the terrain of his inner and outer life. Lisa Miller, Author, *The Spiritual Child*, Teachers College, Columbia University. Whether in the classroom, writing books, keynoting, or being a friend, Jack Miller's life journey exemplifies his multi-dimensional embracing of the way of nature and accepting of the mysterious. Always acknowledging the Indigenous roots of holistic education, he managed to bring parts of the Indigenous worldview into schools in ways that accommodated all cultures. This book gives testimony to his great contribution to understanding why we must return to our interconnected way of being. Four Arrows, Author, *Sitting Bull's Words for a World in Crisis*.     [Critical Issues in Mathematics Education](#) Bharath Sriraman, Paul Ernest, Brian Greer, 2009-06-01 The word critical in the title of this collection has three meanings, all of which are relevant. One meaning, as applied to a situation or problem, is at a point of crisis. A second meaning is expressing adverse or disapproving comments or judgments. A third is related to the verb to critique, meaning to analyze the merits and faults of. The authors contributing to this book pose challenging questions from multiple perspectives about the roles of mathematics in society and the implications for education. Traditional reasons for teaching mathematics include preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics, training students to think logically, and because mathematics is as much part of cultural heritage as literature or music. These reasons remain valid, though open to critique, but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society that will connect mathematics education to the lived experiences of students, their communities, and

society in general and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators The book is organized in four sections 1 Mathematics education For what and why 2 Globalization and cultural diversity 3 Mathematics education and society and 4 Social justice in and through mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people s lives creating a sense of agency for the field of mathematics education and redefining the relationship between mathematics as discipline mathematics as school subject and mathematics as part of people s lives Teaching from the Thinking Heart John P. Miller,Michele Irwin,Kelli Nigh,2014-07-01 Forward by Nel Noddings This book includes papers written by teachers and how they engage holistic education in their classrooms The papers come from a course taught by Jack Miller at the Ontario Institute for Studies in Education at the University of Toronto entitled The Holistic Curriculum This is a rich and diverse collection of papers showing how holistic education can be brought into public education despite the pressures of testing and other accountability measures Although most of the teachers teach in public schools there are also examples from teachers working in private and post secondary settings This book can inspire other teachers who are looking for ways to teach the whole person in a more connected manner There are very few texts in the field of holistic education that include the voices and practices of teachers particularly those working in public schools Many of the examples of holistic education in practice come from Waldorf Montessori Reggio Emilia and alternative schools A unique feature of this book is the many different voices of teachers describing their work in the classroom they talk about their successes the challenges and even a few failures **Teaching for Deep Understanding** Kenneth Leithwood,Pat McAdie,Nina Bascia,Anne Rodrigue,2006-04-28 Empower students to reach new levels of thinking through teaching for deep understanding How do teachers successfully bridge the chasm between large numbers of very specific educational standards and deep understanding of important ideas This well researched text is based on the collaborative work between researchers and school practitioners to help answer this fundamental question The authors have drawn from the most up to date research to help teachers curriculum developers and school leaders discover how to implement and promote learner centered quality teaching strategies that encourage students understanding Organized into five parts this text systematically uncovers how to Advance student learning using leading edge research on powerful forms of instruction Foster metacognition in students and encourage them to take control of their own learning Extend learning from academic thinking to real world application across all disciplines Learn how to instill a culture of deep understanding among students while still meeting specific achievement standards found in most district and state curricula This timely and accessible resource reveals how rethinking school curriculum and teaching for deeper knowledge transfer can help students take control of their own learning Curriculum Books William Henry Schubert,2002 A substantial revision of Curriculum Books The First Eighty Years this new volume is a comprehensive presentation of curriculum books that have contributed to theoretical and practical discourse about curriculum throughout the twentieth

century Following an introduction that explains the book's purpose and how it was constructed the authors present each decade in a chapter that provides contextual reminders about the social political and cultural events of the time period discussion of salient events in curriculum discourse and a comprehensive bibliography by year of curriculum books More than 3 000 curriculum books are weaved into this presentation The original and updated conclusions are offered to provide interpretative perspective on curricular trends state of the field and possibilities for the future of curriculum studies

Publisher description Creating Integrated Curriculum Susan M. Drake,1998-10-15 This book shows how to integrate curriculum using several different approaches providing real life examples and offering step by step guidance Designed for school leaders curriculum developers and curriculum supervisors this book brings integrated curriculum into sharp focus and helps educators find a curriculum model that can work for their school's particular needs **A Design for Integrating the**

**Music and the Arts in the Fifth Grade in Taiwan** Yu-Ting Chen,2002 **Supervision and Instructional Leadership**

Carl D. Glickman,Stephen P. Gordon,Jovita M. Ross-Gordon,2004 The text's emphasis on school culture teachers as adult learners developmental leadership democratic education and collegial supervision have helped to redefine the meaning of supervision and instructional leadership for both scholars and practitioners The ... Yearbook of the Association for the

Education of Teachers in Science ,1995 **Restructuring for Integrative Education** Todd E. Jennings,1997-07-16 How can education be restructured to align more closely with the complex ways in which students actually create meaning and learn The collection of essays asserts that this question must be the nexus of educational restructuring This book addresses educational restructuring with a specific goal the promotion of integrated education Addressing a variety of contexts elementary school through post secondary and written from a range of theoretical perspectives critical theory postmodernism constructivism the authors explore the educational structures that mediate the work of schools teachers and students The contributors explore how educational institutions can change to promote authentic and holistic learning Firmly rooted in theory the collection presents a vision for the integrated education linked to concrete practices and contexts

**The Holistic Teacher** John P. Miller,1993 *Resources in Education* ,1999-04 Mathematics and Culture V Michele Emmer,2007-01-19 I mean the third cried the old man taking up the geometry book Well young lady and he bent over his daughter The princess gazed with terror into her father's keen eyes He on his part got angry pushed away his chair dragged it back with a clatter trying all the while to control himself then again he would break out and storm and wish the whole thing to the devil As ill luck would have it to day again his daughter answered at random and wrongly What an idiot he exclaimed flinging down the book The he rose walked up and down came back and stroked his daughter's hair sat down again and began his explanation once more It does not do princess it does not do he said seeing her rise to leave him with VII the book in her hand Mathematics is a noble science and I do not want you to be just like all the silly young ladies one meets Persevere and you will learn to like the work and the dullness will be knocked out of your brain These words were spoken by Prince

Andrei Bolkonskij who was talking to Princess Marja Bolokonskaja his daughter They are two of the protagonists of Lev Tolstoy's War and Peace finished in 1869      **Music in Schools and Teacher Education** Samuel Leong, 1997

**International Books in Print** ,1986      **Journal of Computing in Teacher Education** ,2002      *Creating Standards-Based Integrated Curriculum* Susan M. Drake, 2007-02-21 The content is powerful Seeing examples from all grade levels is important so that each reader regardless of teaching level can see that it can be done in his or her situation Sue DeLay Curriculum Resource Teacher Oak Creek Franklin School District WI Contains real life examples of integration including examples of the author's own experience in the classroom making the work much more appealing and credible for teachers Mary Ann Kahl Assistant Professor of Educational Leadership National Louis University This is the first book I have read that lays out a big picture that I can buy into and explains how to look at accountability in a positive way Jane Adair Resource Specialist Long Beach Polytechnic High School CA Help your learners connect big questions to big understandings In today's accountability driven environment educators strive to develop an integrated relevant and measurable curriculum while also presenting engaging subject matter that inspires student learning In this completely revised edition of the classic text Susan M Drake provides a new approach to standards based curriculum instruction and assessment that helps educators identify what students must know do and be This invaluable resource also offers A framework allowing for multidisciplinary interdisciplinary and transdisciplinary approaches to curriculum integration Sample models of integrated curriculum in action Practical suggestions to simplify curriculum alignment and integration Insights based on real classroom experience to connect the framework to the real world End of chapter discussion questions and suggested activities Discover how you can create an integrated standards based curriculum that inspires your students and then watch them thrive      **Journal of Mental Imagery** ,2009      Canadian Books in Print ,2001

## **Developing An Integrated Curriculum Using The Story Model** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Developing An Integrated Curriculum Using The Story Model**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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