

# Integrated Classroom

English / Social Studies curriculum



# What is integrated learning?

Integrated learning is combining the English and Social Studies curriculum to create a course that enables deep learning and the development of self-regulation.





# What are our aims?

To enable students to develop the ability to manage and regulate their own learning.

To try different approaches in engaging reluctant learners

To establish deep learning for struggling students

To trial strategies for collaborative models of teaching and learning

# What happens in the classroom?

Inquiry – based learning

Workshop based direct teaching

One-on-one teacher student instruction

Peer instruction / support

Independent learning





# Invitation to integrate NCEA assessment

**Linda Tame Grow Waitaha**

## **Rationale**

- Frustration at compartmentalised assessment in secondary sector.
- Compartmentalised assessment can limit opportunities for robust assessment in authentic contexts.
- Avoid assessment overload and alleviate student stress
- NZQA willing to embrace a cross-curricular approach
- Lincoln High School had had success with integrated assessment in English and Social Studies



# Assessment Task

## **Social Studies**

**Achievement Standard Social Studies 91043 v3: Describe a social justice and human rights action**

**Credits: 4**

## **English**

**Achievement Standard English 90053 v5: Produce formal writing**

**Credits: 3**

The task required students to describe a social justice issue and human rights action in a written report.

We modelled the process using the Māori land rights as the social justice issue and the Bastion Point occupation as the human rights action.

Students were then able to choose their own issue and action for the assessment.

Social Studies provided the context for the learning.

English provided a skill set for students to communicate their findings.

# Assessing the final product ...

- Students submitted a completed workbook that enabled them to clearly show the process they had worked through to inquire into a Social Action. The workbook was broken down into sections that targeted the requirements of the Social Studies standard.
- Students also submitted a written report that was assessed against the English standard. The written report enabled students to reach Merit and/or Excellence for Social Studies and English.

## **Putting it all together into a report:**

**You must write a report of at least 350 words that describes a social justice and human rights action. Do a first draft and then edit it before you hand it to the teacher.**

Your report must include an introductory paragraph that explains why you chose this social justice and human rights action

Use the following sub-headings as a starter for each body paragraph.

Background information on the events or situation that lead to the action

The action taken and its intended purpose

Contrasting points of view of people directly involved, and/or others

The impact of the action

The success of the action in meeting its intended purpose

The significance of the impact of the action for society in New Zealand and, if relevant, elsewhere



# Results

52 year ten students attempted the assessment in term four 2017.

The asTTle literacy levels of these students ranged from 3p to 5A. The majority of the students are sitting at 4A – 5B.

16 students were priority students.

8 students didn't complete the Social Studies assessment

11 students got Not Achieved for the Social Studies assessment

30 students achieved the Social Studies assessment

2 students got Merit and 1 student got Excellence for Social Studies

14 students didn't complete the English report

# Results

52 year ten students

asTTle literacy levels ranged from 3p – 5a. Majority sitting between 4a – 5b

16 priority students within this cohort

Subject	Not Completed	Not Achieved	Achieved	Merit	Excellence
Social Studies	8	11	30	2	1
English	15	23	14	0	0

Social Studies was more successful than English. Students were rewarded for their thinking in Social Studies. They struggled in English as they were penalised for their inability to express their thoughts in a coherent format. The majority failed because they struggled with syntax and mechanics.



# Reflections from integrating assessment

- Students struggled to come up with a topic – lacking confidence to shift from ‘passive’ learners to ‘active’ learners.
- Teachers’ understandings of what is required from a different learning area needed strengthening. For example English doesn’t emphasise the necessity for contrasting points of view as much as Social Studies. Fantastic PLD for teachers to work in other learning areas.
- Students needed more modelling and pre-teaching of skills, for example annotating evidence.
- Time is the ‘elephant’ in the room. Teacher time to plan is vital and school systems need to be adapted to acknowledge this.
- Clarity of subject specific language needed to be established beforehand. For example, one teacher called the questions focusing questions, another key questions.
- Students didn’t develop intrinsic motivation to learn – use of NCEA in year ten and as a trial reinforced the students’ views of learning being equivalent to credit chasing.

# Next Steps

Avonside Girls' High School has developed our Vision for Learning. We believe in equity of opportunity – Learning is for Everyone.

We achieve this equity through planning teaching and learning programmes that focus on empowerment, relationships, deep learning and connections and community.

Our new Social Action course is an example of this.





# Social Action

## Level One Integrated NCEA course

### Empowerment

Activities are negotiated with learners  
Growth mindset and self-regulation are actively supported  
Student interest at forefront

### Relationships

Socially rich pedagogy, such as inquiry based learning  
Learning is social  
Learning is personalised  
Well-being is at forefront of all decision making

### Connections and Community

Opportunities for authentic learning that allow students to make a positive contribution to their community and wider world

### Deep Learning

Inter-disciplinary learning  
Skills, content, competencies and capabilities are balanced to ensure students can become critical and innovative learners



# Social Action Level One NCEA

## **Aims**

In this English / Social Studies course you will strengthen your reading, writing, viewing, presenting, speaking and listening skills. You will learn how to understand, respond to and use English language effectively for a range of audiences and purposes. Focusing on issues in society you will gain an understanding of how people work to promote social justice and human rights. You will also gain an understanding of how cultures adapt and change and the impact this has on society.

## **Assessment in this course**

Over the course of the year your teacher will work with you and your class, to develop a programme of learning that **best suits your academic needs and abilities. This programme of learning and assessment will differ from the programme taking place in other classrooms. You will have the opportunity to achieve 17 internal English credits and 4 external English credits. You will also have the opportunity to achieve 12 internal Social Studies credits and 8 external Social Studies credits.** Once you have worked through the class work with your teacher, you will have the opportunity to complete an achievement standard. This standard will assess your understanding of the teaching and learning that has taken place in the classroom. Your teacher will award you a grade of not achieved, achieved, merit or excellence.

### ESS Teaching and Learning Programme 2018

Term 1	1	2	3	4	5	6	7	8	9	10
Week	29-2 Feb	5-9 Feb	12-16 Feb	19-23 Feb	26-2 March	5-9 March	12-16 March	19-23 March	26-30 March	4-6 April
<b>Content</b>	Human Rights and Social Justice Topical issues Refugees and Gun control					Pre-teaching Social inquiry		Social Inquiry – focused on a human rights, justice issue		
<b>Assessment</b>	1.10 Form personal responses to independently read texts, with supporting evidence. (Reading Responses -2 per term) 1.7 Create a visual text					-Points of view -Recording sources		1.2 Conduct a social Inquiry 1.9 Use information literacy skills to form conclusions		

Term 2	1	2	3	4	5	6	7	8	9	10
Week	30-4 May	7-11 May	14-18 May	21-25 May	28-1 May-June	5-8 June	11-15 June	18-22 June	25-29 June	2-6 July
<b>Content</b>	Social Inquiry – focused on a human rights, social justice issue			Community social justice and human rights issues Film study on human rights issue						
<b>Assessment</b>	Social Studies:1.2 Conduct a social Inquiry English:1.9 Use information literacy skills to form conclusions			English: 1.10 Independent Reading Responses (2 per term) Social Studies: 1.4 Report on personal involvement in a social justice and human rights action English: 1.11 Show an understanding of visual and/or oral texts through close viewing and/or listening, using supporting evidence						



# What is working in an integrated classroom?

Students are learning to become proactive when managing their own learning.

Students had six hours per week (eight hours this year) within this class. This has resulted in:

- an increase in the amount and depth of student work
- an increase in feedback to students (both oral and written)
- strengthening of relationships between students and teachers
- development of a high trust environment
- an increase in momentum – as there aren't big gaps between lessons.

We aren't repeating content between subject areas and developing a consistent language across subject areas.

Students have access to two teachers minimum within a learning context.

Deeper Learning is occurring.



# What do we need to work on?

Students who can't manage their learning are struggling to sustain a work ethic. They are also some of the same students who don't like teacher attention in a one-on-one situation.

Some students are struggling with extended learning periods. We need to look at how we plan these periods and allow for a greater range of activities.

Some students will allow themselves to be distracted easily – and there are opportunities for distraction in a more independent learning environment.

Lack of access to technology:

- Technology can enable self regulation as access to work is immediate.
- Feedback can be more immediate through technology – and research shows immediacy of feedback has direct effect on student engagement.
- Inquiry based learning can be enhanced through technology.
- Differentiation and a range of activities is effectively done through technology.

CELLPHONES

# Student Feedback

-	+
<b>What aspects of working in the shared class has helped your learning? (1 no response)</b>	
<p>Nothing really I didn't interact with anybody            None            It hasn't I don't like it there is too many people            Nothing integrated hasn't really helped            Not sure</p>	<p>Working with other friends from the different class ✓✓✓✓✓✓✓            Two teachers ✓✓✓✓            I like working in big groups            Working with others ✓✓            Help from friends            Being able to work in different rooms when needed ✓            Being able to access info from many people            Expand my friend group            Sitting anywhere            Have both teachers aspects            Learning about essays and each bit of my work being marked so I know what I need to work on            Listening to music            The teachers are involved rather than fighting. It's good they have a similar teaching style, it makes it easier to focus.</p>
<b>What aspects of working in the shared space has helped your learning? (4 no response)</b>	
<p>It hasn't it is still the same ✓            None ✓            I don't know            Nothing ✓            Nothing really            I like having English and Social Studies separate</p>	<p>Help from other people ✓            Working with others ✓✓            I can work with who I want and if it is loud in 1 class I work in the other            We get to share our ideas with people we don't normally work with in our class.            I like having a shared space            I learned from my friend            More room to work            More essentials            Ability to have freedom            Being able to move around and having resources to work with            Bigger classrooms and seats to sit in            All extra supplies            When it was quiet            The little room away from the class</p>

**What aspects of working in the shared class has made learning difficult? (1 no response)**

The noise ✓✓✓✓✓✓✓✓✓✓✓✓  
Loudness  
Cell phones  
People trying to talk over others  
Hard to focus ,distracting  
Students being loud  
Other people  
Lots of students  
Too many people I would just rather one class on its own.  
Some of the people that don't like me  
People in other class who do not like me and being around them is causing drama  
Whakapapa

Nothing ✓✓✓✓  
None  
None of it but sometimes it gets loud

**What aspects of working in the shared space has made learning difficult? (3 no response)**

Noise ✓✓✓  
There are a lot of people and it can get really loud.  
Loud classrooms make it hard to focus ✓  
There are less computers because everyone wants one  
More noise/distractions from other class ✓  
Louder people in other class  
Students being loud ✓  
Teacher busy with other students  
The teacher came up so much  
Having both teachers in one space maybe ?  
I don't understand this question  
I just don't like it  
Having joined Social Studies and English  
Some loudness

Nothing ✓✓

**What distracted you from your learning this term?**

Noise✓✓✓✓  
 Food✓✓✓✓✓, friends✓✓✓✓✓, phone ✓✓✓✓✓✓  
 Talking  
 The other class  
 Working in big groups  
 Too many people  
 Two loud classes put together✓✓  
 A lot of noise  
 People talking  
 Others using phones.  
 Out of school commitments  
 Not having my sensory toys when I need them

Nothing really  
 Nothing

**What achievements are you proud of in English/Social Studies this term?**

Nothing I get distracted a lot.

Completing my work✓✓✓✓✓✓✓  
 My essay writing✓✓✓✓✓✓✓✓  
 Everything just getting work done and having good marks✓  
 My grades  
 My project being and able to help more than a few people  
 Finish writing an essay in one day  
 Blog✓✓  
 Working with other people in other classes✓  
 Whakapapa  
 My English essay results  
 My animal cruelty poster  
 My poster  
 My golf project  
 Learning new things and making and creating things  
 Reaching really high standards with my last three projects  
 Completing my project and getting a L5 on my essay and L6 on my argument.

On a scale 1-7 rate your effort this term

1	2	3	4	5	6	7+
	1		2	8	11	8