

Early Elementary  
Resource Guide  
to  
Integrated Learning

**THE UNIVERSITY OF THE STATE OF NEW YORK  
Regents of The University**

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# **Introduction**

*The Early Elementary Resource Guide to Integrated Learning was developed primarily to assist teachers in using an integrated curriculum approach to support student achievement of the learning standards at the early elementary level. This document, the first of a series of resource guides that will be available to teachers, is intended to play an important role in strengthening the teaching and learning process in classrooms. The Resource Guide is meant to be a companion piece to the seven standards documents and to the other resource guides in the series. Teachers will find additional information about the learning standards and instructional programs based on them in those other documents. This guide includes:*

- *indicators of a quality early elementary program;*
- *examples of evidence of student achievement of the learning standards from the seven standards documents;*
- *samples of integrated learning experiences;*
- *strategies for implementing an integrated curriculum; and*
- *a bibliography of resources.*

*The guide provides teachers with a resource as they continue their efforts to implement a student-centered, integrated learning environment. It is not intended to be used as a how-to manual, nor does it provide directions on how to teach in such an environment. Rather, the Resource Guide gives suggestions on what may typically be observed in an integrated learning environment and how this approach supports achievement of the learning standards.*

*An integrated curriculum supports the learning standards by providing opportunities for students to:*

- *build upon the strengths, interests, and experiences they bring to a learning situation;*
- *make connections between and among the concepts and skills learned;*
- *transfer learning from subject to subject;*
- *make observations, investigations and inferences;*
- *organize and make sense of their learning experiences;*
- *re-create their own experiences and construct new ones;*
- *use a variety of materials and resources to extend their learning; and*
- *apply what they learn to make decisions and solve problems in everyday life.*

*Providing such opportunities for students presents teachers with a variety of challenges. This guidebook can help teachers address the diverse needs and abilities of their students, plan and deliver instruction which reflects these needs and abilities as well as create and maintain a learning environment that promotes inquiry.*

*The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards in the framework apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work towards attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.*

*The State Education Department would like to express its appreciation to all who worked on the development of this document. We also encourage teachers to submit learning experiences for future editions of the Early Elementary Resource Guide to Integrated Learning.*

