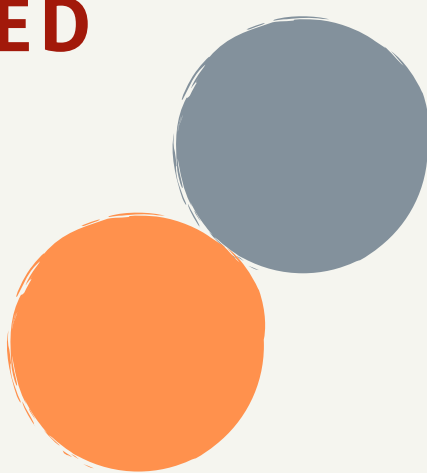


# INTEGRATING CURRICULUM ACROSS DISCIPLINES:

## 5 MODELS<sup>[1,2]</sup>

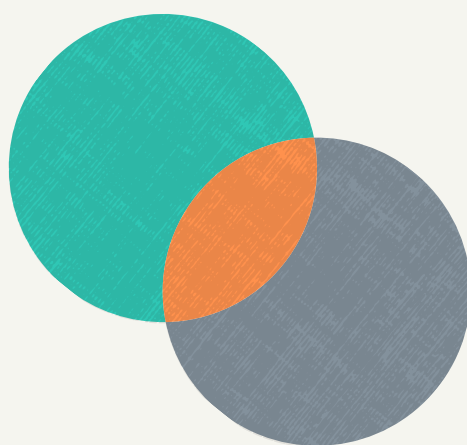
### 1. SEQUENCED

In this model, similar topics are taught independently, but they are sequenced to provide a framework for broad concepts. This logical arrangement of topics facilitates the **transfer of learning** across content areas.



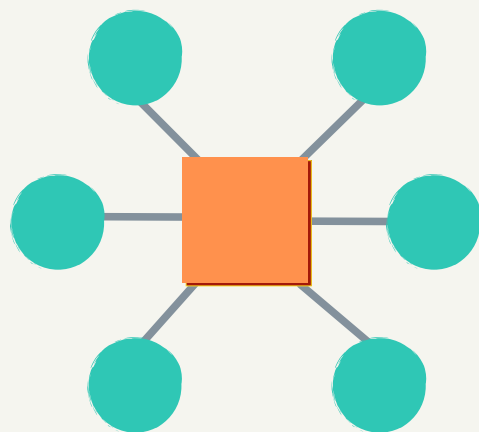
### 2. SHARED

This model focuses on the shared concepts, ideas and skills as knowledge of two disciplines is connected through a common topic. These common topics promote **shared instructional experiences** among learners, allowing them to make connections across the two disciplines that were integrated.



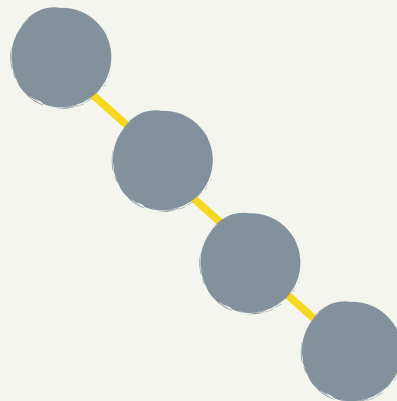
### 3. WEBBED

The thematic approach in this model involves teaching the disciplines separately such that they lean toward the common theme as a base for instruction. This model helps learners to **make sense of topics** by drawing knowledge from multiple disciplines.



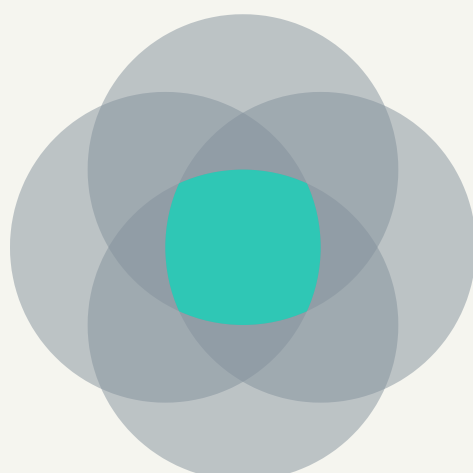
### 4. THREADED

In this model, the content of the integrated disciplines is only a tool to develop certain skills. This model focuses on the learners' **skill development**, such as social skills, thinking skills, technology skills and study skills.



### 5. INTEGRATED

In this model, the common goal is discussed, or a common theme is proposed that requires knowledge of more than two disciplines. The overlapping among various disciplines encourages learners to **see interconnectedness and interrelationships** between the disciplines.



#### REFERENCES

- [1] Chi, N. P. (2021). Teaching mathematics through interdisciplinary projects: A case study of Vietnam. *International Journal of Education and Practice*, 9(4), 656–669. <https://doi.org/10.18488/journal.61.2021.94.656.669>
- [2] Fogarty, R. (1991). Ten ways to integrate curriculum. *Educational Leadership*, 49(2), 61–65.