

# ConnectEd

The California Center for College and Career

Transforming today's education  
for tomorrow's economy

## **A Model for Multidisciplinary Integrated Curriculum in Health Science Academies**

*ConnectEd is funded with a grant from the James Irvine Foundation*



## Session Goals

- Understand the power of integrated teaching and learning strategies
- Enhance cultural competence in the classroom
- Introduce ConnectEd's health science curriculum materials



# Session Agenda

1. Integrated Unit Mini-Activity Rotations
2. Integrated Curriculum Debriefing
- 3.
- 4.
5. Implementation Considerations



# Mini-Unit: Second Opinion

- Based on the integrated unit on complementary and alternative medicine: *Second Opinion*
- Essential Question: How can we ensure the safety and effectiveness of complementary and alternative medicine?
- Possible Culminating Projects
  - Debate
  - Cultural Competence Service Presentations



# Learning Scenario

A close family friend, Jorge, has become mysteriously ill. His family has taken him to both the hospital and the *curandera*, but they have recommended different treatments. How should Jorge deal with these contrasting opinions?



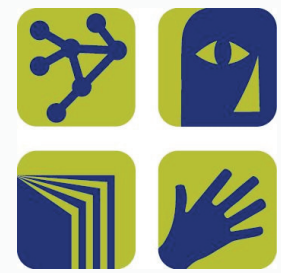
# Mini Lesson Rotation

- Health Science: CAM Jigsaw (Khanh)
- Chemistry: Herbal Medicine Lab (Pier)
- English: Cultural Competence (Arlene)



# Questions to Think About

- How is integrated curriculum different from traditional instruction?
- How can integrated curriculum meet the needs of students with diverse learning styles and backgrounds?



# Session 1

15 minutes



Move to the next session



## Session 2

15 minutes



Move to the next session



## Session 3

15 minutes



Move to the next session



# Culminating Project Choices

- Debate
  - Prepare arguments either for or against different levels of regulation of complementary and alternative medicine
- Cultural Competence Service Presentations
  - Develop an educational presentation for local healthcare workers about culturally competent interactions with a specific culture
- Other Possibilities?



# Integrated Unit Structure

- Driven by an Essential Question (EQ)
- Understanding and fully answering the EQ requires content knowledge from multiple academic subjects as well as the Health Science class
- Lessons align to academic standards
- Culminates in a project where students synthesize learning from all subject areas



# Building Cultural Competence

- What would you expect to learn from your students?
- What would you expect your students to learn from each other?
- Would you learn the same things using traditional instruction?
- How can you apply what you've learned to future instruction?



# ConnectEd Health and Biomedical Science Integrated Curriculum Units

- Career Explorations
- Catch the Fever
- Crime Scene Investigations
- Do No Harm
- Global Health Summit
- Good Eats
- Risky Business
- Safety First
- Second Opinion
- Waiting to Inhale



# Selecting a Unit

- Relevance to local community and student population
- Interest for participating teachers
- Match between teachers in the academy and subjects represented in the unit
- Aligned with existing topics covered in the core health science course



# Planning for Implementation

- Feasibility

- Planning time
- Cohort scheduling
- Postsecondary/  
Industry partners
- District approval  
and support

- Implementation

- Selection
- Timing
- Planning
- Adaptation

# Thank you for being here today!

ConnectEd's integrated curriculum units are available for download at the ConnectEd website

<http://www.ConnectEdCalifornia.org>

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