



Integration and Inspiration: Models of Innovative Curriculum Design for All Learners

The PRIZMAH 2019 Conference
March 10-12 * Atlanta, GA



Integrated Project Based Learning:

The best approach for students with learning differences.

*Some materials sourced from the Buck Institute of Learning

tives:

Share information about The Joseph and Florence Mandel JDS in Cleveland, OH

Share the Integrated PBL planning format that we use at our school

Discuss the structures needed for supporting students with special needs in this instructional approach

Invite you to come learn with us

Mandel JDS School, a private Jewish Day School, develops ethical leadership, confident critical thinking and a love of learning. By integrating superior general academics and Judaic studies, Mandel JDS achieves academic excellence in a nurturing, welcoming environment that engages and teaches to the whole child.

Joseph and Florence Mandel Jewish Day School was originally named after **Shmuel Yosef Agnon**, the first Israeli Nobel Prize for Literature in 1966. S.Y. Agnon saw himself as straddling Jewish tradition and modern culture, rooted in both worlds, just as we are here.

On August 25, 2015 our school became Joseph and Florence Mandel Jewish Day School, in appreciation of a generous vote of confidence from the Joseph and Florence Mandel Family Foundation.



DINA ROCK

Fifth/Sixth Grade Teacher

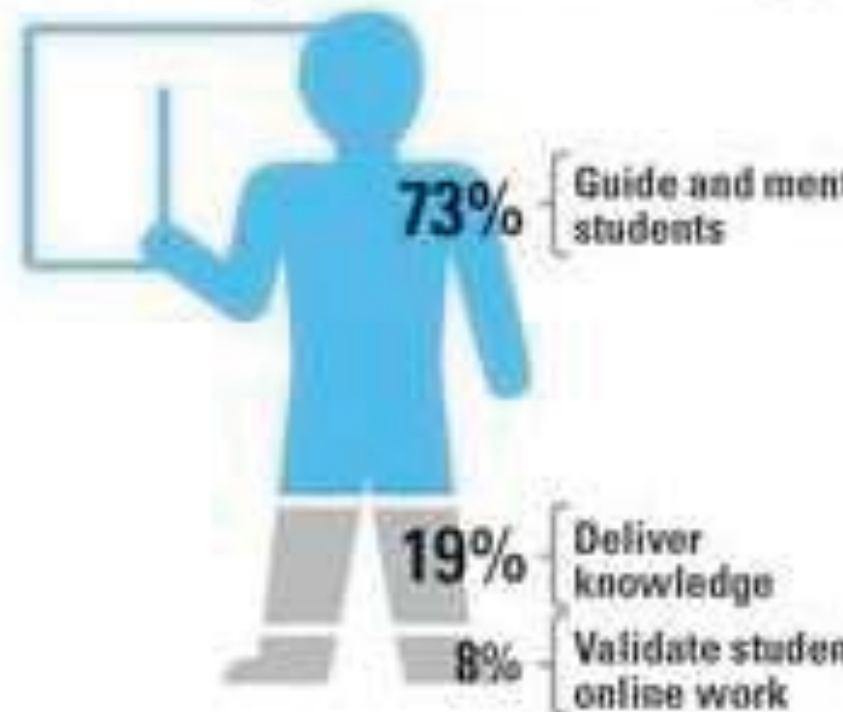
Why IPBL?

The world is changing!

Education needs to change as well.

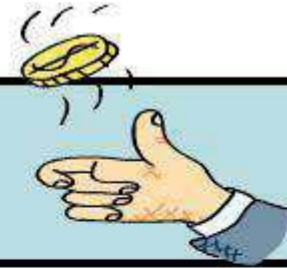
THE ROLE OF TEACHERS?

The role of teachers will shift toward guiding students along their *autonomous learning path*.





Thumb It!



- Have students respond with the position of their thumb to get an assessment of what their current understanding of a topic being studied.
- Where I am now in my understanding of _____?

Up

I know a lot

Sideways

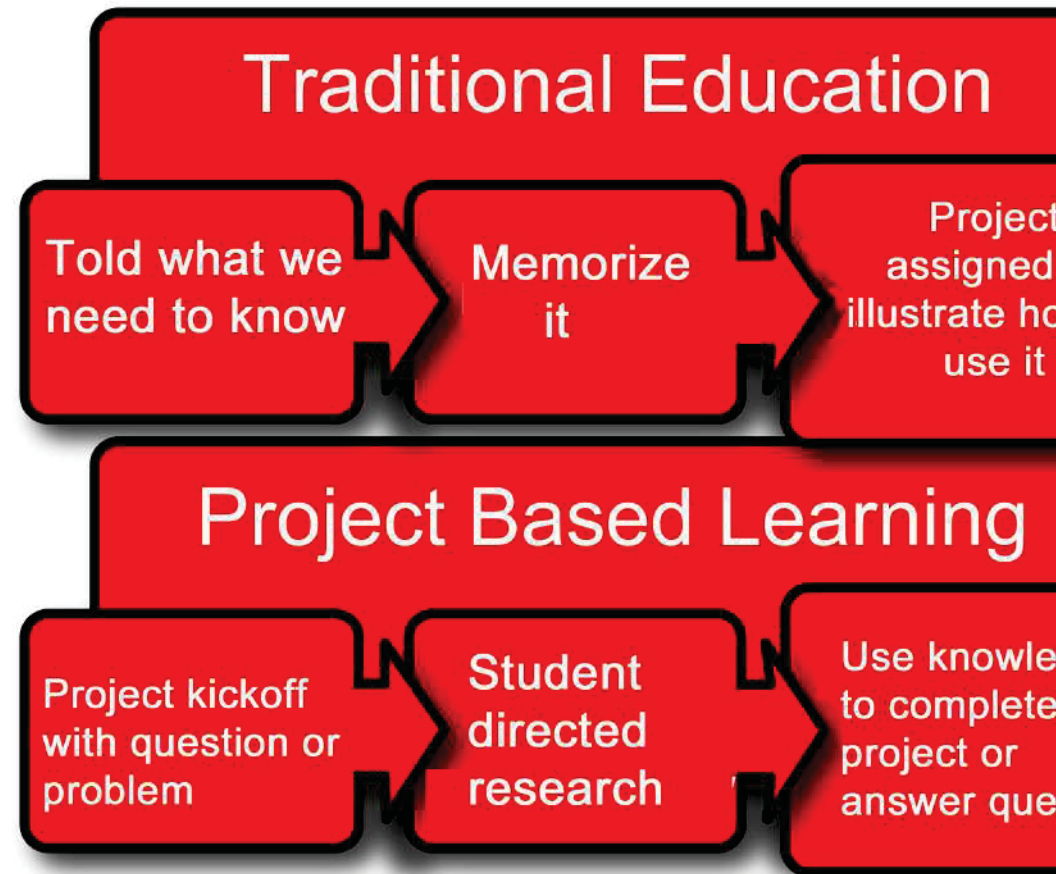
I know some

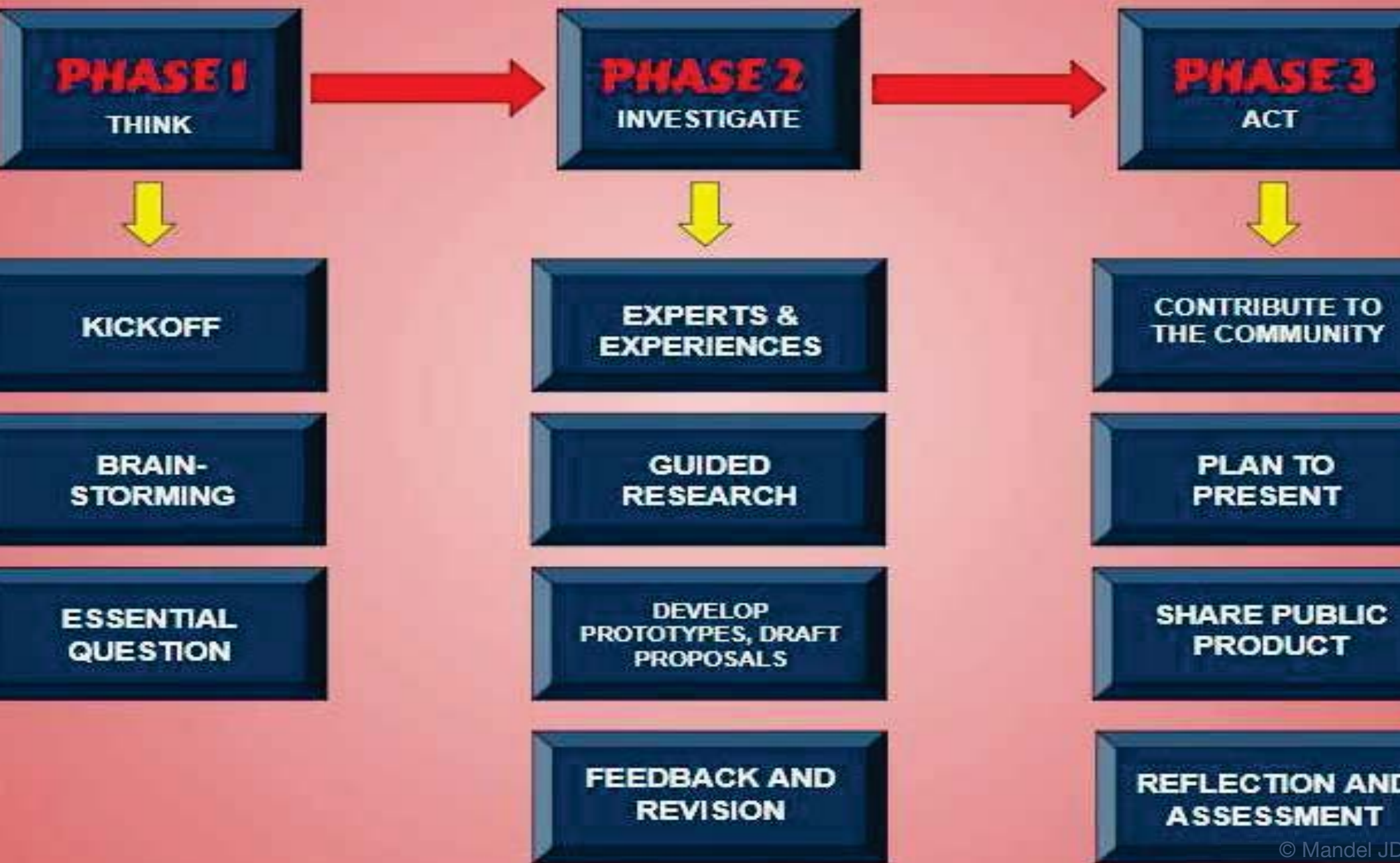
Down

I know very little

What is IPBL?

Integrated Project Based Learning is a dynamic academic approach in which students gain knowledge and skills by working collaboratively for an extended period of time to investigate and respond to a complex essential question or challenge.





Preliminary Planning Phase

Identify common core standards to find cross curricular connections

Choose a theme that can serve as an overarching topic for those connections

Develop an essential question/s

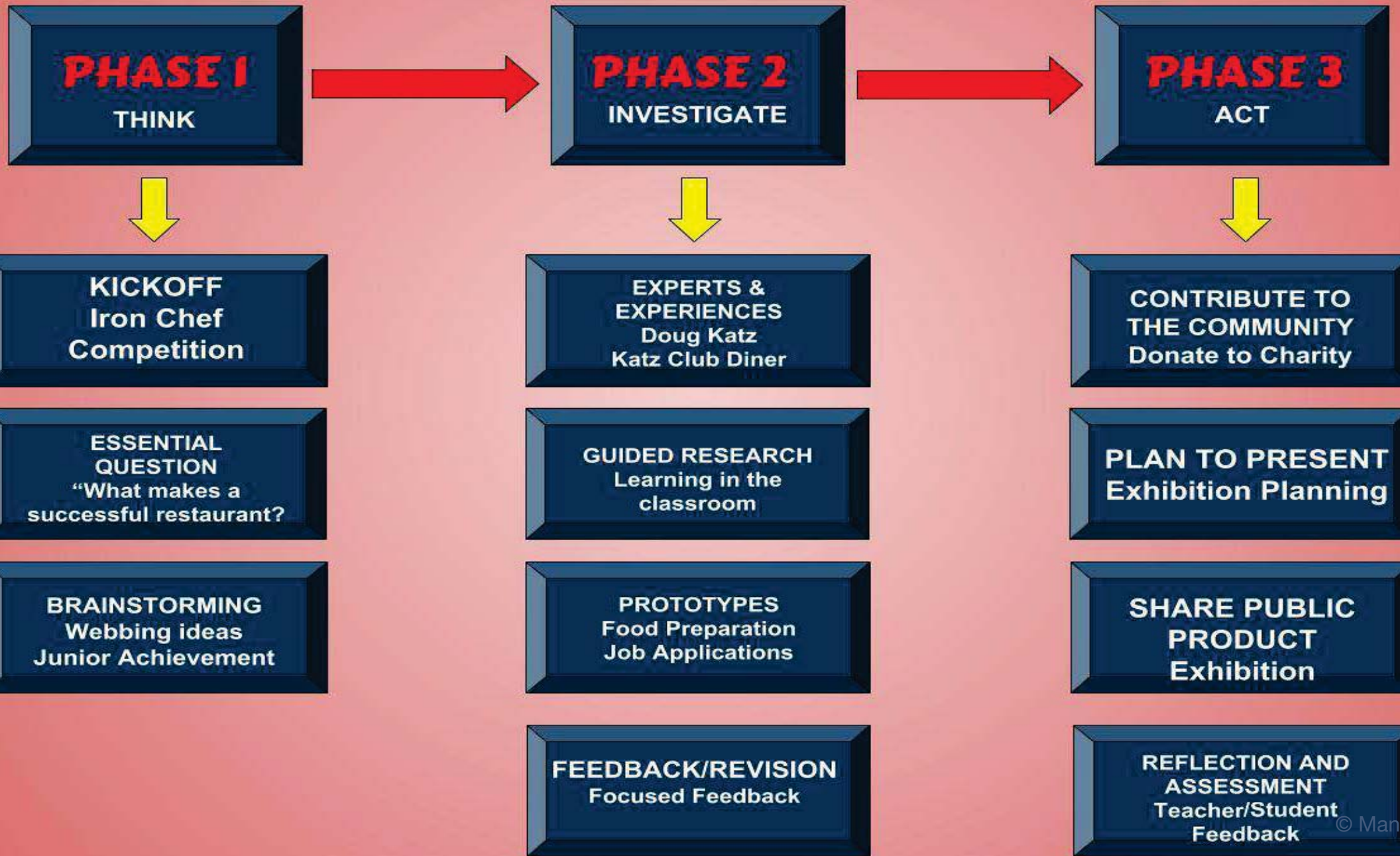
Identify a final “product” or experience

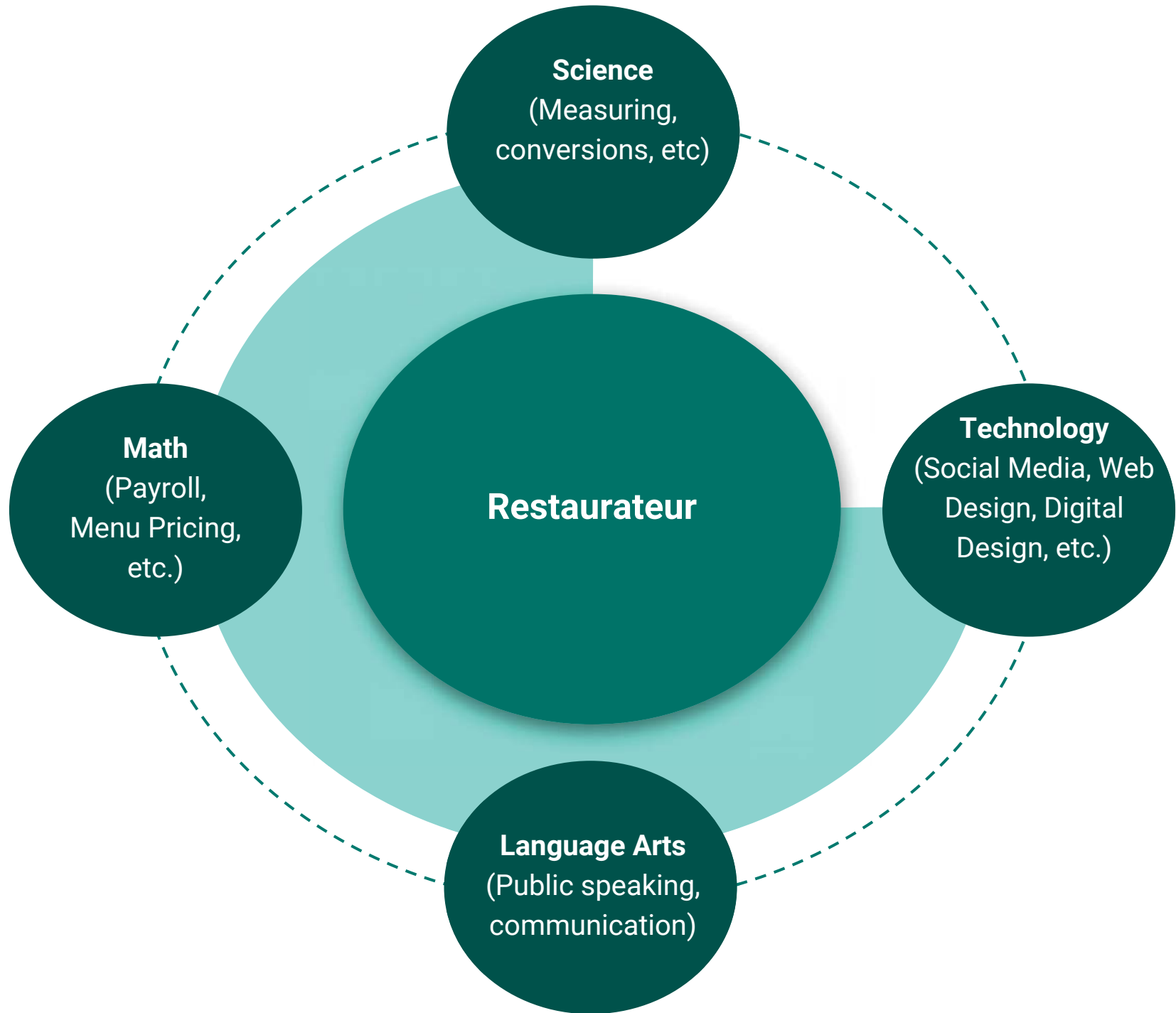
Content Area Standards including soft skills - Subject Area #1:	Content Area Standards including soft skills - Subject Area #2:

Final Product

Written Products	Presentation Products	Media and Tech Products	Constructed Products	Planning Products
Research Report	Speech (Science Fair)	Podcast	Small Scale Model	Proposal (Blueprint)
Letter	Debate	Slideshow (Board)	Consumer Product	Business Plan
Brochure	Oral Defense	Drawing/Painting	Device/Machine	Design
Script	Live Newscast	Graphic Design	Vehicle	Bid
Blog	Panel Discussion	Scrapbook	Invention	Estimate
Editorial	Play	Photo Essay	Scientific Instrument	Blueprint
Book Review	Musical Piece or Dance	Documentary	Museum Exhibit	Timeline
Training Manual	Classroom Lesson or School Assembly	Website	Structure	Flow Chart
Scientific Study/Experiment Report (Science Fair)	Public Event	Computer Program/App	Garden	
Field Guide	Sales Pitch	Digital Story		

3rd Grade Restaurant IPBL





Phase 1: Think

Background

- ▶ Iron Chef competition



Brainstorming

- ▶ Webbing, generating ideas about everything related to a restaurant.

Essential Question

- ▶ What makes a successful restaurant?
- ▶ Sophistication level evolves
- ▶ *How can we change the structure of Cleveland to reflect the use of its natural resources?*

Kick Off

Think from the perspective of one of your students! What will excite them? Think of your most hesitant learner and start from there.

Take the kids out of the building. Find an engaging experience that will leave them asking questions.

Have the teachers involved make a short video, like a parody of a popular song or movie.

Bring a guest speaker into the school. Use your school community - you don't need a paid speaker.

Create a scavenger hunt around the school where the students uncover the theme of their project piece by piece.

Phase 2: Investigate

& Experiences

Doug Katz local restaurateur
Field trip to a restaurant
Local florist visited and taught us
about design

Investigation

Reading

- Nonfiction reading on restaurant related topics
- Read Aloud: *The Worldwide Dessert Contest*
- Junior Achievement, lessons on economics and budgeting



Phase 2: Investigate

Compositional essay on a chef
Creative essays on starting a restaurant
and inventing a new sandwich

Created a budget for their restaurant
Learned relevant cooking measurements
Utilized menus to calculate total costs
(tax, tip)



Phase 2: Investigate

ocial Studies:

- Integration of map skills using CLE restaurants
- Economics unit

ience:

- Life Science: Food plate and nutritional facts
- Physical science: Practice baking and cooking food

ebrew/Judaics:

- Introduction to Hebrew restaurant vocabulary:
 - Grammar, speaking, reading, writing
- Studied the laws of Kashrut
- Created Hebrew Menus

Tasting Menu

APPETIZER

Israeli Salad:



סלט ישראלי

Start your meal with fresh chopped up cucumbers, tomatoes, along with a tangy olive oil dressing.

Pumpkin Bread:



לחם דלעת

Continue your meal with enjoyable, chewy pumpkin bread with creamy butterscotch chips.

Beverages



פוניץ סגור

Perfect Purple Punch:

Try this sweet and delicious fruity punch! The s...
top makes it extra tasty!

Phase 2: Investigate

Created a food plate using ceramics to display their knowledge of healthy eating

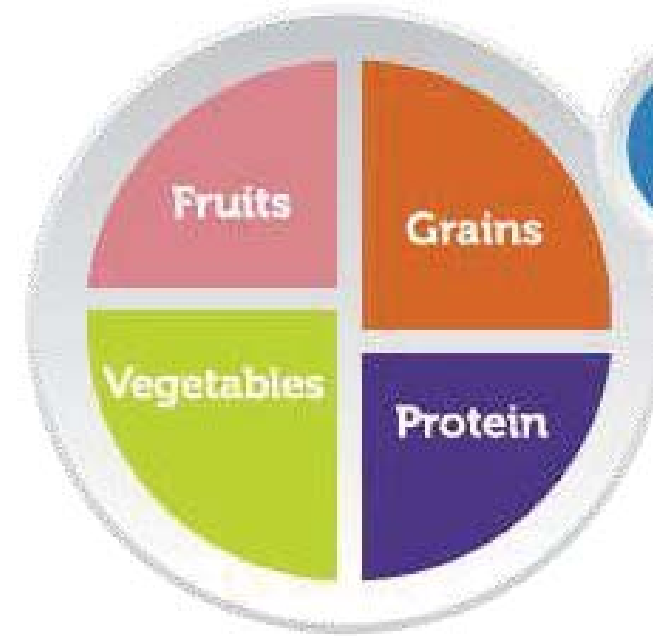
Technology:

Created budgets in Excel

Designed the layout of a restaurant using Photoshop

Designed an digital menu

Created a website for the restaurant



Phase 2: Investigate

wrote and recorded a jingle for their restaurant

Prototypes, Draft Proposals:

Completed Job Application

Expert groups: Website, Chefs, Layout/Design, Restaurant Staff,
Budget, Advertising, Menu Creators

Prepared all foods for the restaurant

Created a name of restaurant from student choice

Created Uniforms

Check and Revisions:

Teachers provided focused feedback to ensure
students were answering essential question.



Phase 3: Act

Community Contribution

- ◆ Discussion related to the challenges our community has with hunger led to a snack drive directed toward supporting a local agency Ohio Guidestone and an adult education center's child care services.
- ◆ Tips from restaurant donated to a local charity addressing hunger.

Plan to Present

- ◆ Created a room set-up to resemble restaurant and prepare final products
- ◆ Practiced public speaking and presentations (expert group information; maintain appropriate restaurant etiquette)
- ◆ Designed uniforms (t-shirts and name tags, chef uniforms etc.)

Phase 3: Act



Phase 3: Act

Exhibition

Open doors for business

- Students were restaurant personnel- hosts, waiters, bus boys/girls, chefs, t
- runners etc.
- Rooms designed to resemble restaurants
- Parents and community members as patrons
- Final products on display (menus, websites, advertisements, blueprints etc

Conclusion and Assessment

Patron comment cards

Students assessed on their final products and presentation skills

Teachers/students reflected on the process and exhibition through a written re
and discussion

Phase 3: Act



Phase 3: Act



Phase 3: Act





Why is IPBL an excellent approach for including students with diverse learning needs?

Intervention team

Learning Enhancement Team (L.E.T.) supports all Mandel JDS students' independence and achievement, in their unique academic and social emotional development, by facilitating collaboration and problem solving between teachers, parents and students.

Documentation and Accountability

Consistent, Uniform Learning plan format (Hybrid between
an IEP and a 504 plan)

- Areas of Need, Current Performance,
Supports/Services needed

Plan is converted into a teacher progress report.

Two times a year, teachers have to report progress on the
accommodations and services.

At the end of the year, plans are updated by intervention
teachers.

Transition discussions between teachers and parents at
the start of the year.



The role of the interventionist

Advocate

Collaboration with core teachers

Continue to provide specialized intervention

Flexible

Get out of the way

High Expectations



Why is Integrated PBL good for kids with special needs?

Integrated PBL focuses on children's strengths.

“Kids whose minds would function incredibly well with more complex concepts never get to reach them. It's possible to grasp calculus without being proficient in addition. You have to understand the concept, but performing the calculation is not necessary. Similarly, your lack of proficiency in reading skills can stagnate language comprehension, but it doesn't have to. If you are limited in skill development in reading, you spend all your time at the building block levels and you never get to character analysis, to complex plot points, to foreshadowing. How many of us think that a lifelong love of learning is instilled by focusing on stuff that kids hate? At some point an educator and parent have to be courageous enough to say, that a [remedial skill] is no longer so important.”

Gail Saltz, *The Power of Different: The Link Between Disorder and Genius*.

Why is Integrated PBL good for kids with special needs?

A joint study between the University of Montreal and Harvard University, researchers found that individuals with ASD were able to problem solve an average of 40 percent faster than individuals with neurotypical brain development. Scientists found that the participants with ASD were able to do this because they had more advanced perception and processing abilities.

Five research based strengths associated with Autism, Laura Panzano, (Autism Resources and Community website), 2/13/2018.



Success Stories

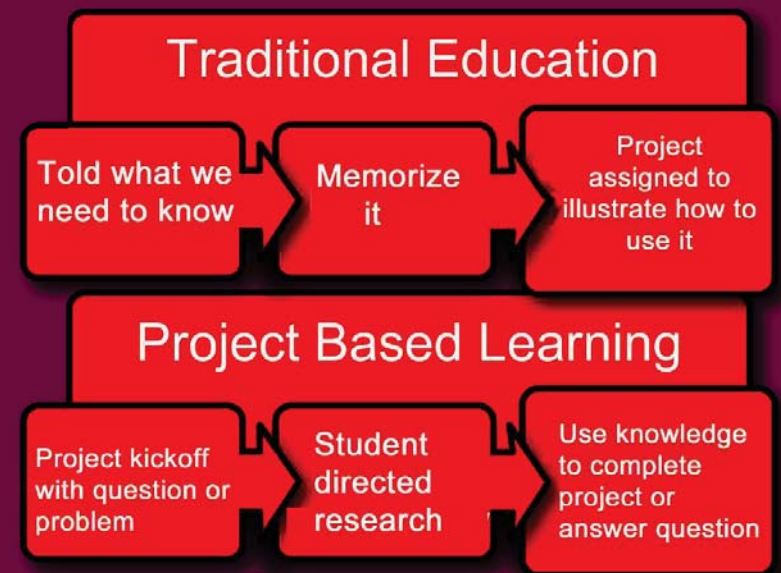


Why is Integrated PBL good for kids with special needs?

PBL requires brainwork which is different from traditional learning:

Reading out of context, memorizing, decontextualized assessment, extrinsic motivation and sitting attentively.

S. Intrinsic Motivation, active learning, student interests, creative problem solving, creative expression, applying learning, authentic assessment, celebrating learning & fun.



Social Emotional Environment



Further Resources

Ungifted: Intelligence Redefined: The Truth about Talent, Practice, Creativity and the Many Paths to Greatness,
By Dr. Barry Scott Kauffman.

The Power of Different: The Link Between Disorder and Genius,
By Dr. Gail Saltz.

Russie Singer, Director of Intervention Services, gsinger@mandeljds.org, 216 - 464 - 4055



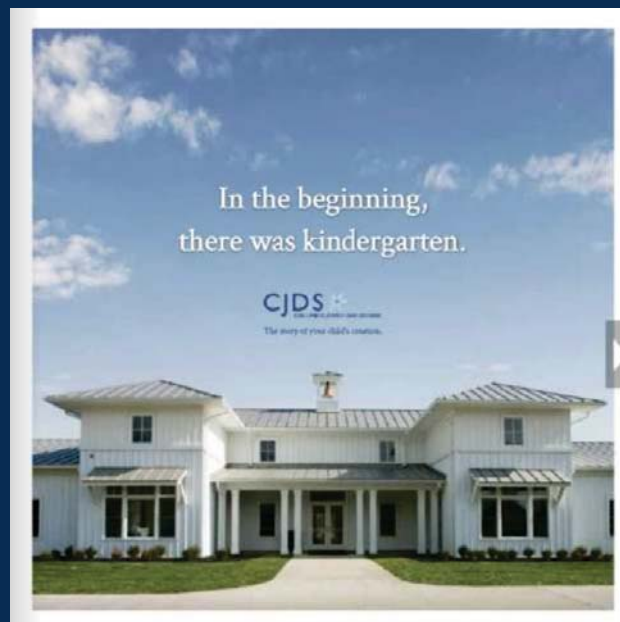
Mandel

JDS

INSTITUTE FOR INTEGRATED
PROJECT BASED LEARNING

**Integration and Inspiration:
Models of Innovative Curriculum Design
for All Learners**

CJDS Case Study in Integration: Essential Questions, Integration Meetings, Planning Mo



Heschel Based Mission

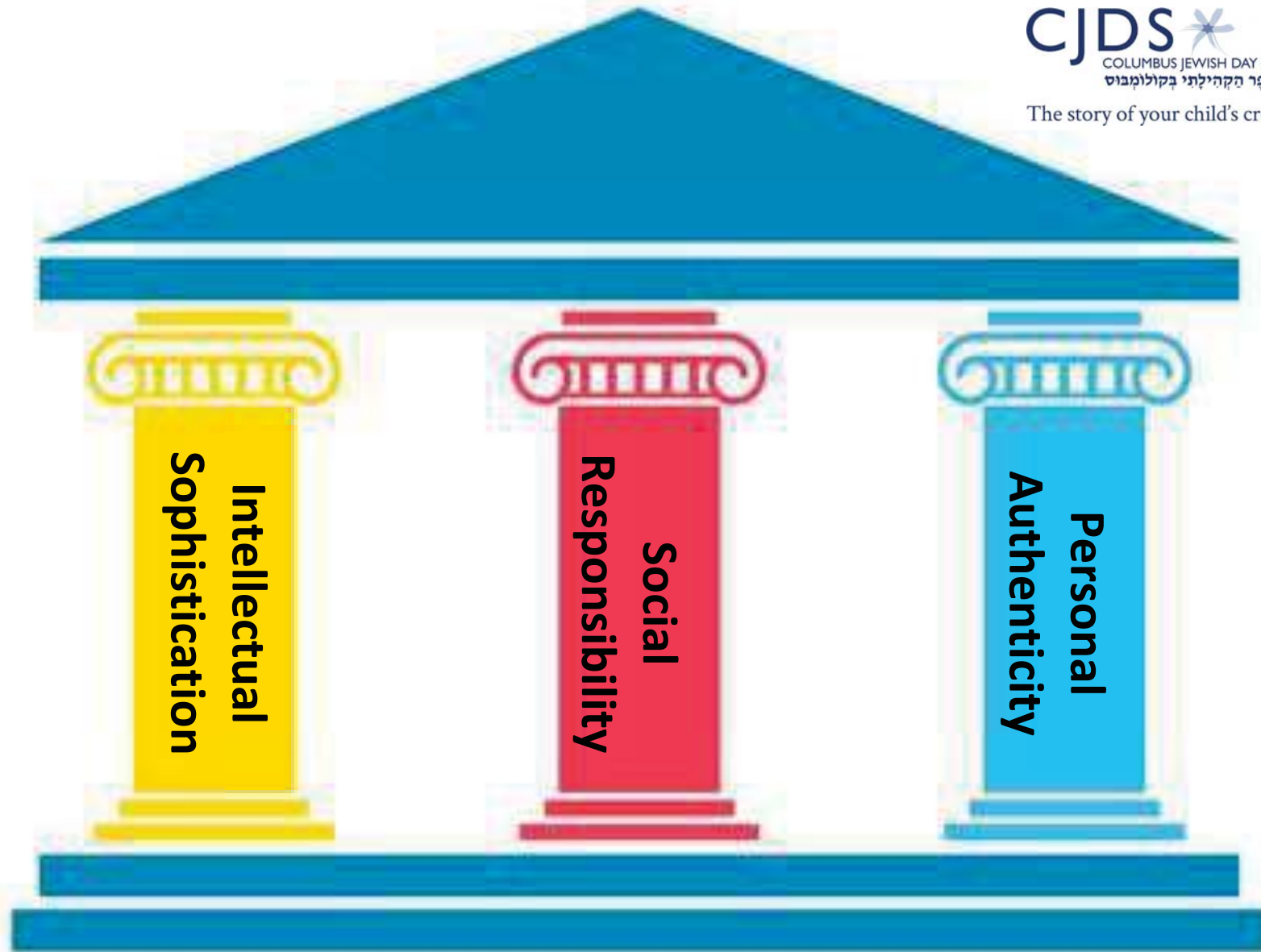
Central concern ...is to overcome the tendency to see the world in one dimension, from one perspective...The marvelous and the mundane, the sacred and the secular, are mutually exclusive...The task is to humanize the sacred, to sanctify the secular.”

el, Israel: An Echo of Eternity p. 159

CJDS Mission Statement - Three Pillars

CJDS 
COLUMBUS JEWISH DAY SCHOOL
בית הספר היהודי בקולומבוס

The story of your child's creation.



What is the role of Essential Questions?



Open Criteria for a Great Essential Question:

Open-ended; that is, it typically will not have a single, final, and correct answer but rather multiple possible answers that can be made for different positions.

Thought-provoking and *intellectually engaging*, often sparking discussion and debate.

Requires **higher-order thinking**, such as analysis, inference, evaluation, prediction. It cannot be directly answered by recall alone.

Points toward *important, transferable ideas* within (and sometimes across) disciplines.

Generates *additional questions* and **sparks further inquiry**.

Requires support and justification, not just an answer.

Revisable over time; that is, the question can and should be revisited again and again.

Adapted from Wiggins & McTighe, *Essential Questions* (ASCD 2013)



Kindergarten

What does it mean to be part of God's creation?

אֵיךְ חַיִּים בְּעוֹלָם שֶׁבָּרָא אֱלֹהִים?

First Grade

How do we build a community?

אֵיךְ בּוֹנִים קְהִילָה?

Second Grade

How can I awaken a sense of wonder?

אֵיךְ אֶנִי חֹשֶׁ מָה נִפְלֵא בְּעוֹלָם?

Third Grade

What do we pack for life's journey?

מָה לִקְחֹת אֶתִי לְמַסַּע חַיִּי?

Fourth Grade

How do we as individuals find our place in community?

אֵיךְ אֲנַחְנוּ כִּיחִידִים

מוֹצְאִים אֶת הַמָּקוֹם שֶׁלָּנוּ בְּקִהְלָה?

Fifth Grade

How does leadership affect a culture?

מָה הַקֶּשֶׁר בֵּין מְנַהֲיגוֹת לְתַרְבוֹת?

Sixth Grade

How do I respond to the forces outside of me?

אֵיךְ אֲנִי מְגִיב לְכּוֹחוֹת מִסָּבִיב?

Integration Meetings

Clarifying goals for the unit

) Analyze and plan **content** for the upcoming unit

) Observing and responding to **learners'** challenges and strengths across the curricula

(Assess how learners are integrating the curriculum: integrating ideas but also about helping PEOPLE/humans integrate and be integrated)

Meeting action items:

- Running googledoc shared with all team members
- Goals are set
- Assignments given to different team members

Culmination of an integrated unit (PBL/Authentic Assessment)

Reflection on cycle.

Integration Planning Form

described in this form reside in a shared working document used during integration team meetings. These meetings include grade level Judaic Studies Teacher, General Studies Teacher, Visual Arts, Music, Physical Education and Environmental Education teachers. Meetings are scheduled monthly. Grade level teaching teams then work together during their weekly planning to develop specific lessons for the integrated unit.

Integration process: Observe and respond to learners' challenges and strengths across the curriculum. Assess how learners are integrating the curriculum across subjects but also about helping PEOPLE/humans integrate and be integrated.

Start an Integrated Unit: BEGIN WITH GOAL/S....

Begin with sharing which topics will be covered in the core academics: science, humanities (social studies & ELA) and Judaics, math. Information is gathered from the related arts team - Art, Env. Ed, Music, PE/Health)

Brainstorm connections or themes between G.S. and J.S. List 3 or 4 common themes.

Return back to the themes and generate "Big Ideas." Look at the themes and assess them for "depth."

Develop a "Menu" of activities

Develop a basic web that reflects the depth by including subjects, big ideas, culminating activities (can be PBL but not necessarily)

Reflection on integrated unit cycle.

Integration Meeting

Sample notes from 6th Grade Integration Meet



Creating an Integrating Unit - Jewish Heroes - 6th Grade

Parashah: Yosef and his brothers:
Levi → Yehudah

Humanities: Research skills, Writing skills

Parashah:

Parashah: Parashah, Revealed Miracle

Parashah: Parashah, Hidden Miracle

6th graders as role models for the younger students

Public presentation skills

נס גלוי, נס

Sixth Grade Essential Question

How do I respond to the forces outside of me?

איך אני מגיב לכוחות מסביב?

5th Grade Integrated Unit: Jewish Heroes

Question:

Who is a hero? How do we define a hero?

Quote: *Eizehu gibbor hakovesh et yitzro* “Who is a hero? The one who suppresses
his [evil] inclination.” איזהו גיבור הכובש את יצרו (Pirkei Avot)

Choosing a Jewish hero

Learning Studies: Humanities

Research Skills: together as a group formulate questions, read books and collect online
information. Use a timeline to help students stay organized and meet deadlines

Writing Skills: write outline, paragraph development including appropriate
vocabulary and sentence structure, meet rubric goals to create final draft

Final draft: produce a research paper and bibliography

Summarize main points for presentation in first person

Grade Integrated Unit: Jewish Heroes cont.

size:

What kind of challenges has your hero experienced?

How has your hero responded to the forces around him/her?

Studies:

Studying Jewish Heroes from various periods, each connected to a Jewish value.

What were the forces around each of them? How did they respond to these forces?

Matanias HaMaccabee

Rabbi Yoḥanan ben Zakkai

Yehonah Senesh

Ben-Zion Netanyahu

W:

Book: My Jewish Hero הגיבור היהודי שלי

Grade Integrated Unit: Jewish Heroes, cont.

Arts:

Jewish hero portrait technique: Students train their eye to draw a portrait by overlaying a grid on the image and reproducing it square by square.

/Public Presentation:

presentation at Living Museum and Kabbalat Shabbat (clothes, props, accent)
interview about the essential question

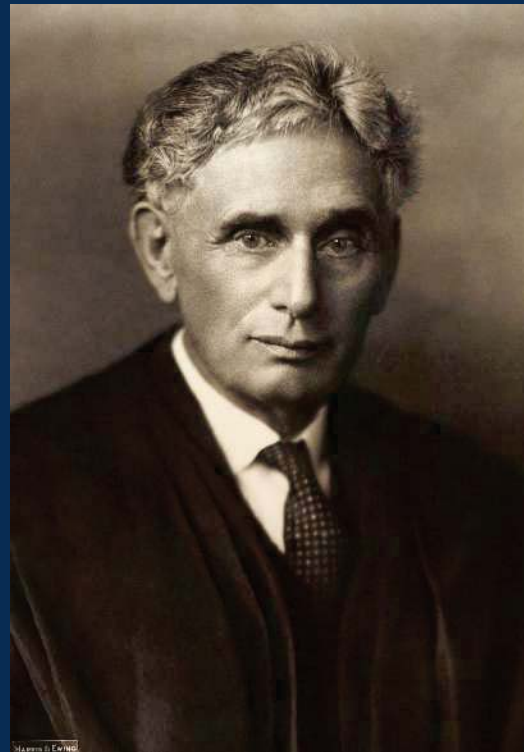
song presentation for Kabbalat Shabbat: *Im ein ani li mi li* מי לי, מי לי

Integrating Activity:

Jewish Heroes Living Museum

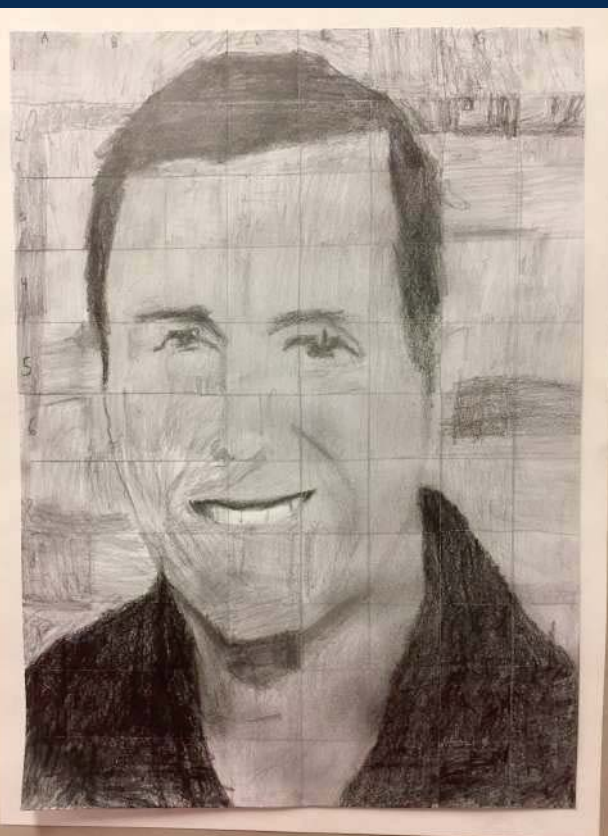
School Kabbalat Shabbat led by 6th Grade

Jewish Heroes - Portraits



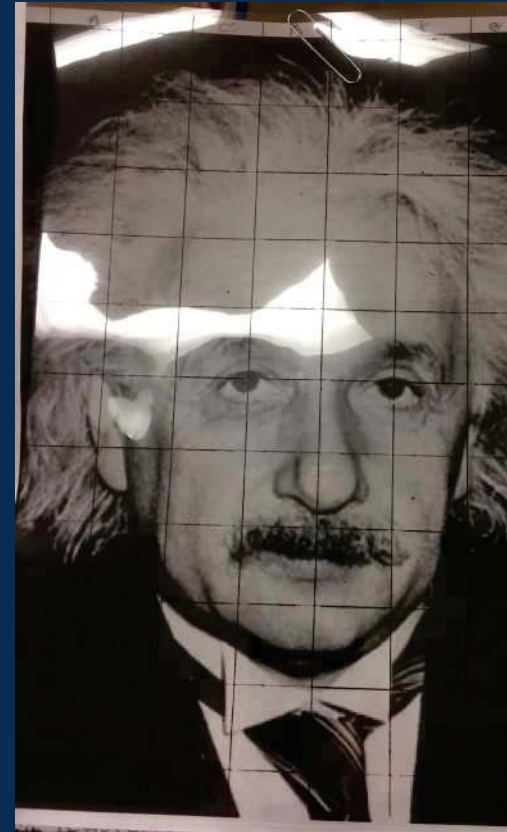
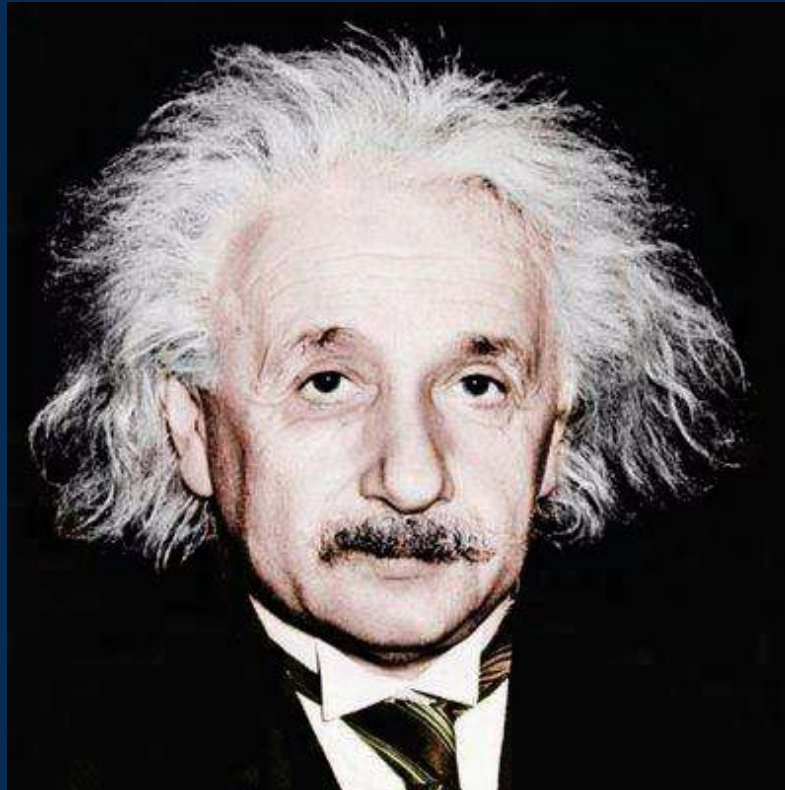
Louis Brandeis

Jewish Heroes - Portraits



Adam Sandler

Jewish Heroes - Portraits



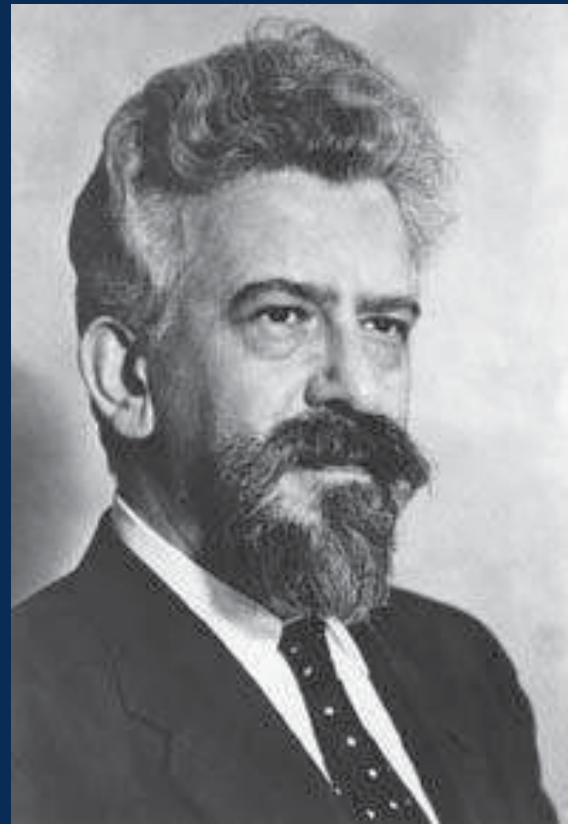
Albert Einstein

Jewish Heroes - Portraits

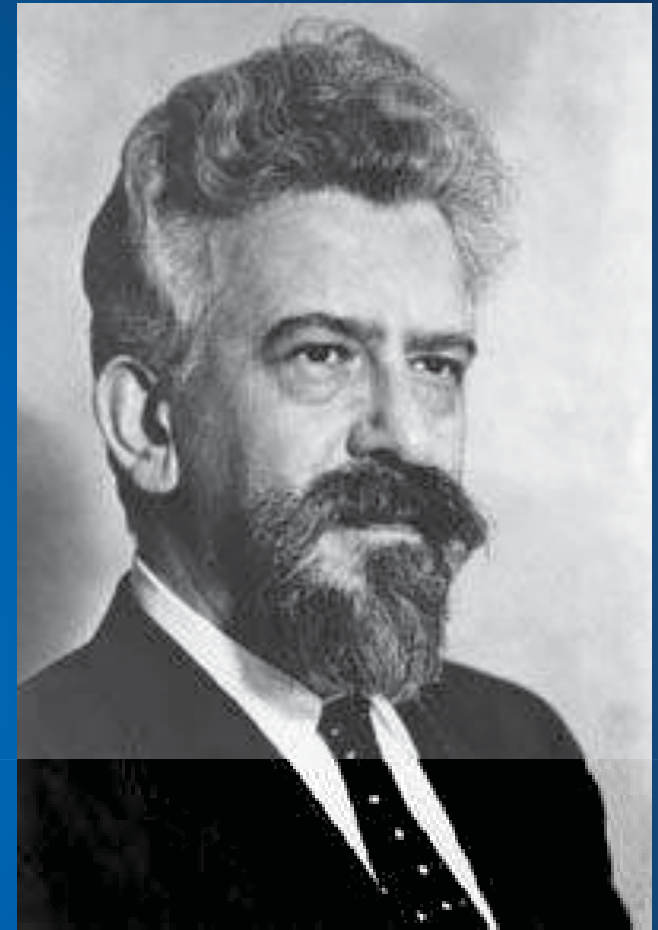


Debbie Friedman

Jewish Heroes - Portraits



Abraham Joshua Heschel



Misha as
Rabbi Abraham Joshua Heschel

A hero is anyone who has good intentions and is willing to do them or to show them.

Misha K.

M,ster

1

1. I am the descendent of 7 great Hasidic rabbis.
2. My father is named Moshe Mordechia and my mother is named Rivka Rezel.
3. I have 5 siblings, 4 sisters, 1 brother and me.
4. As a child I was treated as a prince.
5. During my child hood, my family was very poor.
6. I was born on January 11, 1907 in Warsaw Poland.
7. ~~My~~ family used to own a small synagogue called a Shtetl.
8. At 17, A.J.H. left Warsaw for Vilna (Lithuania) to go to a Jewish high school.
9. At the high school, I helped create a club for writers and artists called Young Vilna.
10. Since I missed him, ~~my~~ first poetry book was dedicated to my father.
11. As I learned at a University in Berlin, Germany, many of my professors thought that my beliefs

2

- were silly, and old fashioned.
12. During the Holocaust, I was treated simply because I'm a Jew.
13. In 1938 I was kicked out of home and Germany by Nazis.
14. In 1939 I left for Lincin to go to ^{teach at} the Hebrew Union Coll.
15. While I was in H.U.C., my 3 and mother died to the Nazis.
16. In 1946, me and Sylvia St were married.
17. In 1952 we had a girl named Hannah Shoshannah.
18. The first book that I wrote was based on my speech in New York in 1946. It was called "The Earth Lord's."
19. ^{quote} "In Heschel's most important Search of Man" he said that is born with a sense of mystery of the world... and this sense of wonder "radical end quote."
20. One of the most famous quotes was "In a free society, some are guilty."

Mishen

Forces outside of me
(A.J.H.)

One of the forces outside of me were that my family was very poor during

But we dealt with that by continuing to live, learning Torah, working at the shtetl, and still giving any extra change we had to poor.

While I was in school in Berlin, Germany the Nazis kicked me out of my home and sent me back to Warsaw, Poland to live with

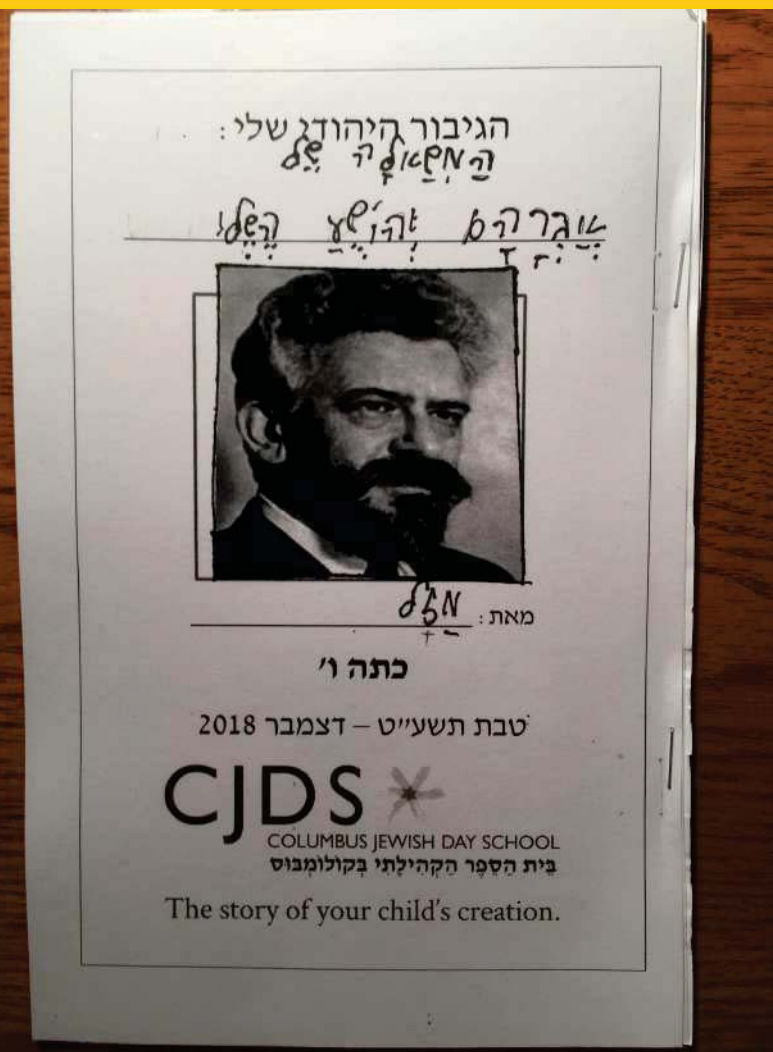
Research Paper Adapted to Presentation

Jewish Living Museum - Abraham Joshua Heschel





Hebrew Book: Heschel's Wish



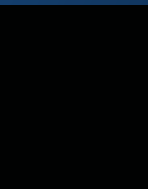
המשאלה של אברהם יהושע השל



Full School Kabbalat Shabbat led by 6th Grade



THE SUPERHEROES
ARE HERE!



Shabbat Shabbat - The Super Heroes are Here

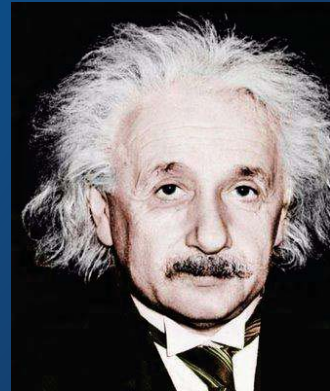
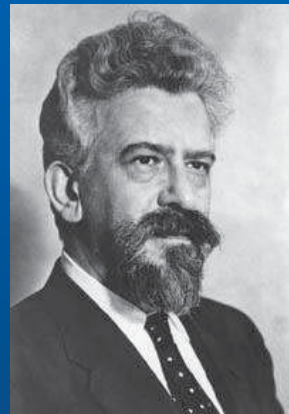
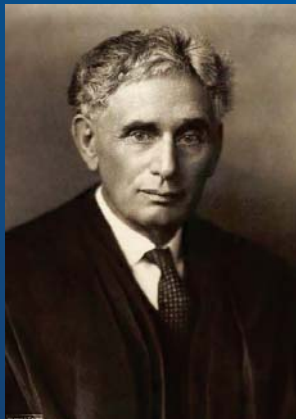


Welcome to Kabbalat Shabbat

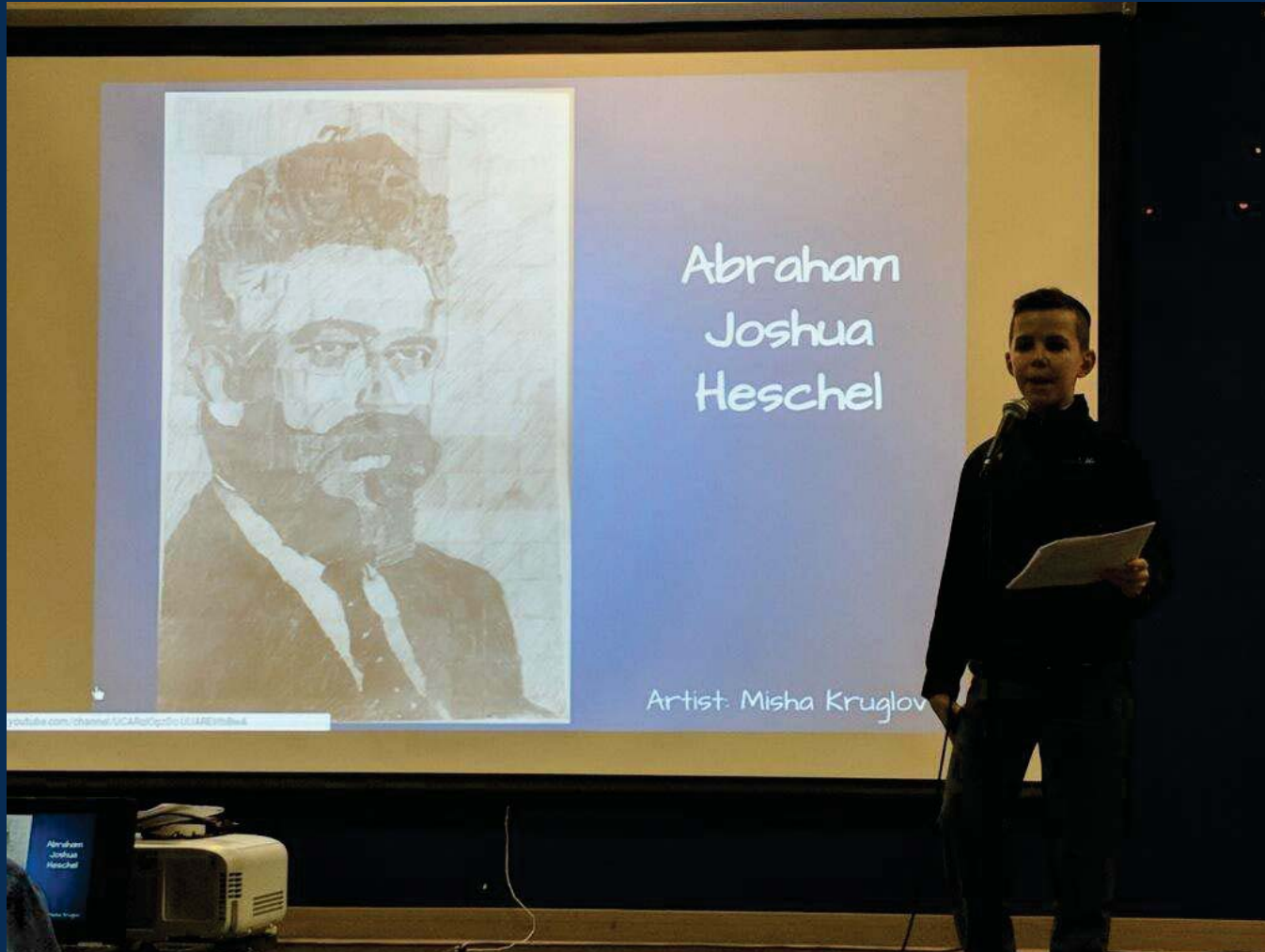
Sixth Grade Presents

Jewish Heroes

גיבורים יהודיים



Performing at Kabbalat Shabbat



Responding to the Essential Questions



Reflecting on the Integration Unit



Integration in Action



The story of your child's creation.

ory of your child's creation.

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Columbus Jewish Day School - New Albany, OH