

In the middle of the Middle Ages - integrating content standards and the arts

Teacher Ideas Press - quizapp.evertonfc.com: In the Middle of the Middle Ages: Integrating Content Standards and the Arts eBook: Wheeler, Mary, Terlep, Jill: Kindle Store



Description: -

- Ethics.

Law, Byzantine -- Sources.

Trade regulation -- Byzantine Empire.

Byzantine Empire. Eparchikon biblion.

Education -- Standards -- United States.

Civilization, Medieval -- Study and teaching (Elementary) -- Activity programs.

History -- Study and teaching (Elementary) -- Activity programs. In the middle of the Middle Ages - integrating content standards and the arts

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Notes: Includes bibliographical references (p. 197-200).

This edition was published in 2007



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Arts Learning Standards

Subject integration is an effective way to tap into students' skills and abilities, and increase their engagement by making use of many different learning styles. Using these weekly, or even daily routines, students can continue to develop both content skills.

Integrating Language Arts and Math

A student explores angles inspired by Pablo Picasso and the Cubism movement. In the past, I have assigned journal prompts and required students to compose story problems, as well as a formal writing assignment. Material violating the Acceptable Use Policy may be reported to Acceptable Use Policy subject to change without notice.

Search

It is a ready-made plan for integrating subjects.

Integrating Language Arts and Math

Riley says referrals to the office are almost nonexistent during arts integration periods, and students and their families are more engaged with the school.

quizapp.evertonfc.com: In the Middle of the Middle Ages: Integrating Content Standards and the Arts (9781591584179): Wheeler, Mary, Terlep, Jill: Books

No longer would a discussion about splitting atoms be purely theoretical. After revision and editing time, students complete final drafts and then exchange with a peer and solve.

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It also requires the most planning and cooperation between teachers. They used the facts in their social studies curriculum to build scripts and then discussed the dramatic connections through volume, tone of voice and perspective.

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