# Forms of Cross-Disciplinary Instruction

| Domains | Breakdown of Components |
|---|---|
| **Scope** | Subject areas: |
| | Topics or concepts: |
| | Time allotted: |
| | Prerequisite skills: |
| | Objectives: |
| | Knowledge: |
| | Skills: |
| | Attitudes and values: |
| | Resources and materials: |
| **Sequence** | Introduction: |
| | Learning activities: |
| | Assessment: |
| **Level of Integration** | ☐ Discipline-specific integration (for example, integrating across mathematics areas or integrating reading with writing) |
| | ☐ Content-specific integration (for example, integrating one mathematics concept and one science concept: measurement with study of dinosaurs) |
| | ☐ Process integration (for example, a skill used in multiple disciplines, such as measurement in science and mathematics) |
| | ☐ Methodological integration (for example, the problem-based learning model or inquiry model in social studies and science: examining how electricity works in physics and how it affected society in social studies) |
| | ☐ Thematic integration (for example, taking a topic, such as climate change, and integrating it with science, mathematics, language arts, and social studies) |

*Source: Adapted from Davison, D. M., Miller, K. W., & Metheny, D. L. (1995). What does integration of science and mathematics really mean?* School Science and Mathematics, *95(5), 226–230.*