

IMPORTANCE OF TEACHING ACROSS THE CURRICULUM

by:

Jackielyn R. Bravo

Teacher III, Daan Pare Elementary School

The increasing demands on learners to grasp knowledge and skills based on their levels of understanding and readiness lead to the development of differentiated strategies involving cross-subject teaching. The integration of varied information in teaching lessons broadens the horizons of every student. The learning process and students' learning acquisition skills change over time based on the new trends in society and the demand of the community for further growth and development.

Literacy across the curriculum necessitates that the learners would be able to interpret and write texts from a variety of disciplines. This entails teaching that prompts learning and embeds an understanding of how different language choices and patterns reflect and document ideas and views of the world through a variety of genres, as well as developing an understanding of how disciplinary knowledge is organized. Learning acquisition across the curriculum allows children to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries.

Integration realizes and develops the interconnectedness of all things. An integrated curriculum includes learning generated across traditional subject areas as well as learning experiences designed to be aligned. This method fosters the child's ability to apply what they have learned in other situations. Furthermore, the teaching and learning processes enable students to gain and apply basic skills in all content areas, as well as develop positive attitudes for effective learning throughout their lives.

Applying across the curriculum in classroom activities requires setting high expectations that will aid students in achieving greater learning gains. Setting high

expectations will not only improve student learning, but it will also encourage teachers to develop more rigorous curricula (Tileston, 2004). In addition, students will imitate their teacher's demonstrated behaviors (Schunk, 2012). If teachers set attainable high expectations and provide students with the means to meet those expectations, students will model the necessary behavior to meet the established goal or expectation.

To plan and brainstorm cross-curricular instruction, teachers must reach an agreement. By planning together, teachers and staff members can gain a better understanding of what they can bring to the table in terms of expertise and experience. Furthermore, by conversing with one another and establishing one another's expertise and skills, teachers are more likely to develop richer lessons for high-quality instruction across the board. This model fosters collaboration not only among teachers but also among students. Positive social interactions can lead to more in-depth discussions and the acquisition of new information. Moreover, the concept of teamwork opens up possibilities for new discoveries and ideas. Students can learn to be flexible by maintaining positive mindsets and being open-minded. Students may begin to use what they have already learned to navigate the new difficulties of what they are currently learning as they realize that learning is an ongoing process. They will realize that everything has a connection.

Teachers who use cross-curricular themes engage students in authentic literacy tasks that emerge naturally from interesting and valuable topics and ideas, resulting in active readers. Authentic tasks emphasize student choice and ownership; they extend beyond the classroom walls; they include a variety of reading and writing opportunities; and they encourage discussion and collaboration, as well as build on students' interests, abilities, backgrounds, and language development. Teachers and schools must not only provide all students with the tools they need to achieve academic proficiency, but they must also make each and every student feel at ease, regardless of ethnic, racial, or linguistic background. Furthermore, culturally competent teachers are skilled at using

students' cultures as a vehicle for learning and providing students with a curriculum based on their prior knowledge. One critical component of this is actively encouraging students to maintain their cultural integrity in the classroom.

References:

<https://www.teachhub.com/teaching-strategies/2019/11/approaches-to-successful-cross-curricular-integration/>

<https://www.education.ne.gov/wp-content/uploads/2017/07/IC.pdf>