Ohio's Integrated Model Curriculum
Kindergarten – Grade 8





Introduction

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Ohio Department of Education & Workforce

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Introduction to Ohio's Integrated Model Curriculum

Ohio's Integrated Model Curriculum is designed to effectively blend English language arts, social studies, and civics learning to create a cohesive and enriched experience in the elementary and middle school grades. Ohio's Integrated Model Curriculum seeks a holistic learning experience in which students draw connections between different areas of knowledge, promoting a more comprehensive and nuanced understanding of the world. Through learning experiences, students will practice the skills necessary to be thoughtful, productive citizens in local, state, national, and international communities.

Ohio history is rich with a variety of cultures, movements, and achievements that provide opportunities for students to explore more about themselves, their communities, and their state. When students learn about their local and state histories, they exhibit stronger connections and increased pride.[1][2]

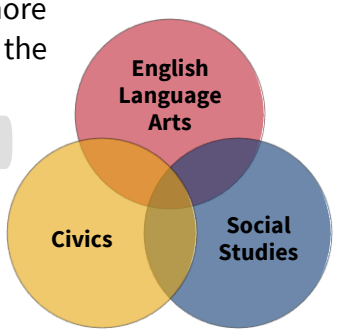


Figure 1 - Ohio's Integrated Model Curriculum blends social studies, English language arts, and civics to support immersive experiences.

Purpose of Ohio's Integrated Model Curriculum

Ohio's Integrated Model Curriculum creates elevates student learning and achievement in various ways:

- **Ohio's Integrated Model Curriculum curates high-quality instructional resources for social studies and civics.**
  - Authoritative sources focused on various aspects of Ohio's history and Ohio stories are selected to complement high-quality instructional materials school districts use for English language arts and social studies.
- **Ohio's Integrated Model Curriculum encourages knowledge-building to broaden student understanding of the world.**
  - By intentionally introducing Ohio-specific connections, the Integrated Model Curriculum promotes knowledge expansion, building content comprehension for future learning, and knowledge application in authentic settings.
- **Ohio's Integrated Model Curriculum supports content and skill development in social studies and English language arts.**
  - The Integrated Model Curriculum provides educators with Ohio-specific content to support vocabulary development, background knowledge, and increased comprehension skills to integrate content standards seamlessly.
- **Ohio's Integrated Model Curriculum promotes curiosity and exploration of a student's world through a blended approach.**
  - Powerful social studies instruction invites students to ask critical questions when examining historical events and figures using available sources and develop evidence-based conclusions of their world before, today, and the future.

[1] Pearson, A., & Plevyak, L., 2020.
[2] Bischof, L., 2015.

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INTEGRATED MODEL CURRICULUM RATIONALE

Ohio's Integrated Model Curriculum provides consistent guidance and understanding for educators to design and implement standards-aligned, evidence-based experiences. The Ohio Department of Education and Workforce's priorities of accelerating student learning and promoting literacy achievement showcase commitment to student achievement and high-quality instruction. The Department has been delivering professional learning on the science of reading in literacy instruction and supporting school districts with reviewing and selecting high-quality instructional materials (HQIM) in English language arts.

Yet, research has shown that elementary social studies instruction is marginalized in schools across the nation[3]. When elementary educators have consistent access to quality learning experiences and educational experts, healthy integration and effective implementation of Social Studies instructional strategies in literacy instruction expand. Research published by the leading social studies professional organization the National Council for the Social Studies (NCSS) in 2021 argued "...social studies is the only subject with a clear, positive, and statistically significant effect on reading improvement."[4]

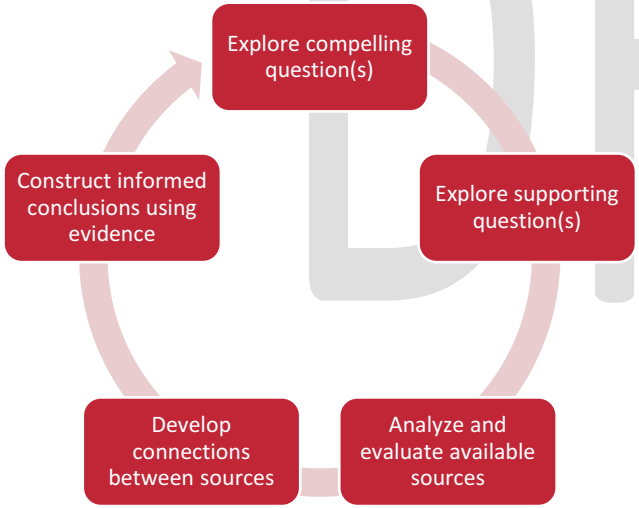


Figure 2 -
The social studies inquiry process, described in general terms

When students have access to dedicated high-quality social studies instruction, they can explore compelling questions, evaluate available primary and secondary sources, and develop connections to the world around them. This process is known as inquiry, where students create answers supported by authoritative evidence from their research and analysis of a variety of sources and texts. The skills practiced and content knowledge gained can additionally support a student's learning in other content areas and disciplines[5]. In a 2024 position statement[6], NCSS wrote: "Engaging the youngest learners in the process of social studies inquiry provides them with access to rigor and real-world forums to apply learned skills in literacy and science, technology, engineering, the arts, and mathematics (STEAM)." Ohio's Integrated Model Curriculum supports school districts in delivering powerful social studies instruction in everyday learning experiences. The framework and foundations included in the Integrated Model Curriculum equip educators and schools in making integrated learning commonplace within a student's educational career through an instructional framework and source set materials.

[3] Council of Chief State School Officers, 2018.
[4] Tyner, A., and S. Kabourek., 2021.
[5] CAO Central, 2021.
[6] National Council for the Social Studies, 2025.

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Integrated Model Curriculum Framework Foundations

The Department develops model curricula through three main strands: **Learning Standards**, **Evidence-Based Instruction,** and **High-Quality Assessment**. These strands are supported by a framework that incorporates a strong **instructional vision**, ongoing **professional learning**, integrated **multi-tiered systems of support**, and **Universal Design for Learning**. The foundation of this work is grounded in systems thinking, which emphasizes the interconnectedness of a **shared vision**, **available resources**, and **strong leadership**.[7] Ohio's Integrated Model Curriculum framework is grounded in the components of learning standards, assessment, and instruction.

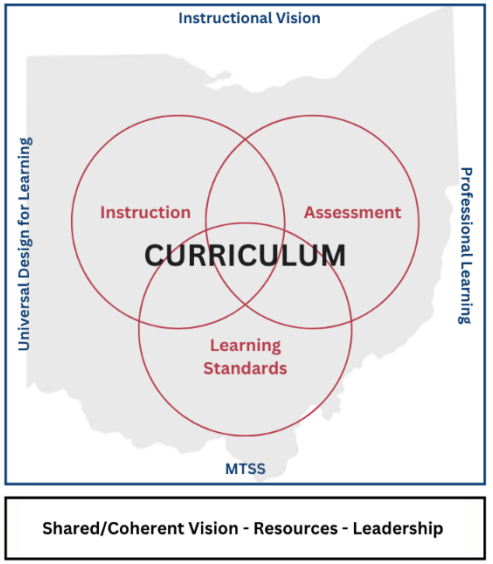


Figure 3- Ohio's Curriculum Framework

FRAMEWORK COMPONENTS

- **Learning Standards**. Ohio's Integrated Model Curriculum uses Ohio's Learning Standards for Social Studies and Ohio's Learning Standards for English Language Arts to define the knowledge and skills Ohio students should know and be able to do. The learning standards are separated by **content** (academic knowledge students gain from the social studies disciplines) and **skills** (the processes and actions students employ to read, write, think, and speak like social scientists and engaged citizens) for educators to design learning experiences using the prescribed instructional materials and grade levels.
- **Evidence-Based Instruction**. Ohio's Integrated Model Curriculum includes evidence-based and research-based learning and instructional strategies. These strategies improve student performance, high-quality instructional materials and resources, and employ Ohio's Integrated Multi-Tiered Systems of Support framework to help all students progress through the learning standards. Evidence-based instruction should ensure that **ALL** students have access to high-quality instruction and the opportunity to find academic success.
- **High-Quality Assessment.** Ohio's Integrated Model Curriculum promotes formative assessment approaches to evaluate student learning and progress on the content knowledge and skills included in Ohio's Learning Standards for Social Studies and Ohio's Learning Standards for English Language Arts. A high-quality assessment system includes various formative and summative assessments that are standards-aligned, student-centered, reliable, and valid to drive instruction.
- **Additional Components.** Framing the three essential elements of high-quality model curricula is instructional vision setting, considering an integrated multi-tiered system of supports (MTSS), using Universal Design for Learning (UDL), and participating in

[7] Short, J. B., & Hirsh, S., 2023.

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ongoing Professional Learning (PL) and coaching. Professional learning contributes to professional growth and ensures high-quality learning experiences for students. Ohio's Integrated Model Curriculum leverages these components to support educators in designing integrated learning experiences and is based on a foundation of shared/coherent vision, resources, and leadership.

Promoting Healthy Integration of Social Studies

A 2023 RAND Corporation report identified trends of limited infrastructure and supports for social studies instructional materials in school districts.[8] The same report also recommended state education agencies to provide additional support in social studies content standards, social studies instruction, and elevating educator content knowledge. The Integrated Model Curriculum establishes a foundation for educators to ensure the healthy integration of social studies skills and Ohio-specific content into their instructional practices. Cultivating a healthy integration of Ohio-specific content into social studies standards elevates content knowledge when the integration aligns with best practices for social studies.[9] "For integration to be healthy, both content areas are taught simultaneously and with fidelity."[10]

Ohio's Integrated Model Curriculum helps school districts and educators to bolster their standalone social studies instructional block or successfully integrated quality Social Studies learning experiences in English language arts or literacy instruction. Previous research has indicated that the most common type of integration of social studies was **stealthy**, where social studies content was referenced, *but utilized in strengthening or enhancing language arts instruction*[11]. Combining high-quality social studies and literacy instruction enhances students' background knowledge and helps improve reading and writing abilities, as research indicates that background knowledge can affect how well readers understand new texts.[12] Ohio's Integrated Model Curriculum amplifies high-quality instructional materials in English language arts and social studies by incorporating selected primary and secondary sources on Ohio- connections and instructional elements such as the Inquiry Arc from the C3 Framework to broaden students' social studies content and skills. By using the included source set materials and

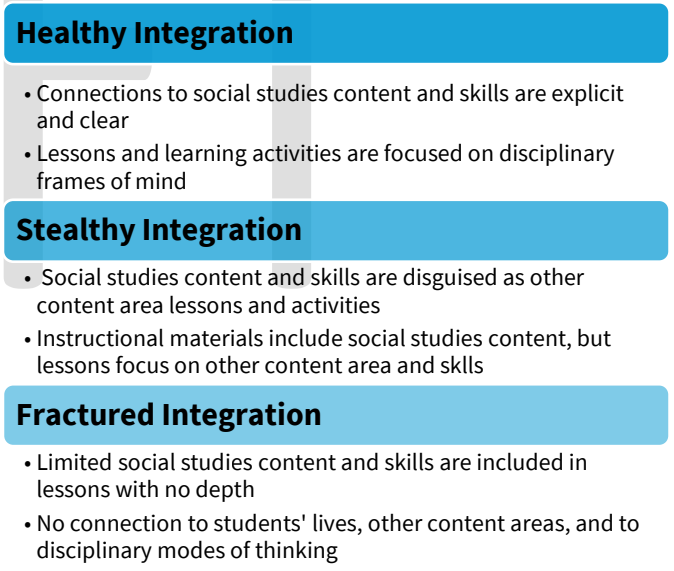


Figure 4 - While the target of instruction is healthy integration when combining multiple content areas, research identified stealthy integration as the common approach. (Hinde, 2015)

[8] Diliberti, M.K., A. Woo, and J.H. Kaufman, (2023).
[9] Hinde, E., 2015.
[10] Brant, C.A.R., 2025.
[11] Brugar K. A., Whitlock A. M., 2020.
[12] Smith, R., Snow, P., Serry, T., & Hammond, L., 2021.

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instructional models, educators create evidence-based learning experiences for healthy integration.

Promoting Rigor through Integrated Learning

Ohio's Integrated Model Curriculum includes vetted instructional resources highlighting Ohio connections educators can incorporate into their planned social studies or English language arts curriculum **(content)**, instructional routines adapted from social studies best practices and the C3 Framework **(instruction)**, and recommendations and suggestions for incorporating authentic opportunities for students to demonstrate disciplinary literacy content and skill development **(assessment)**. These components prioritize the cultivations of cognitive and academic rigor while promoting foundational skills in reading literacy and disciplinary literacy.

What are the Components of Rigor?

Conceptual Understanding denotes a student's capability to reason through logic and evidence, encompassing the application of concepts, relationships, and theories. It involves higher order thinking skills and extends beyond basic knowledge recall and response.

Procedural Skill, Knowledge, and Fluency are essential for students to effectively choose and implement suitable procedures, techniques, and cognitive processes when reading and assessing available sources. This enables them to use evidence to form well-informed conclusions and act with intention.

Application/Problem Solving represents a student's capability to integrate their understanding of concepts, procedures, reasoning, and communication to solve problems, generate products of comprehension, and respond to information through reasoned and logical conclusions.

Ohio's Integrated Model Curriculum provides a scaffold for academic excellence by aligning with state learning standards and promotes rigorous learning experiences by embedding assessment opportunities that measure students' understanding and application of concepts. The Integrated Model Curriculum fosters an environment where students are encouraged to explore complex questions and engage with authentic sources. This approach ensures that learners build background knowledge in meaningful ways and develop critical thinking skills, procedural fluency, and the ability to apply knowledge to real-world scenarios, preparing them for civic life and engagement in different contexts and communities.

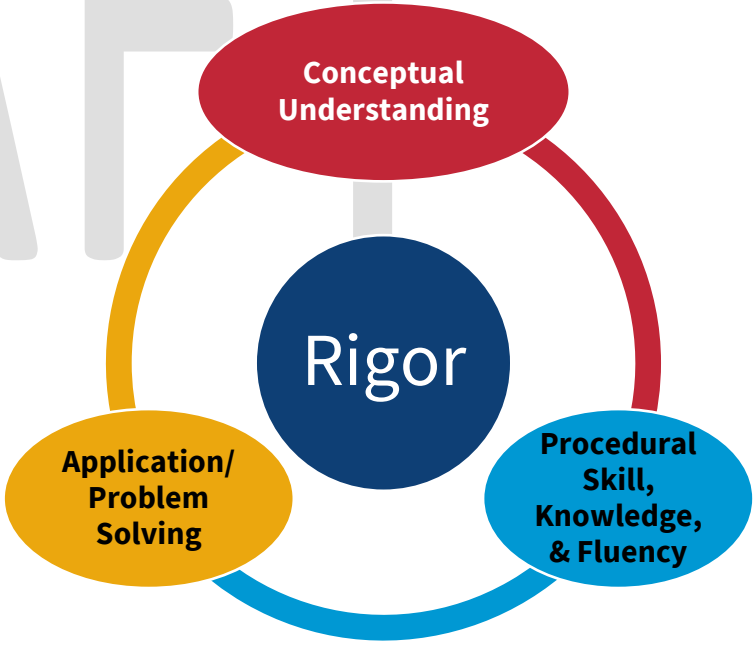


Figure 5 - Components of rigor

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THE INFLUENCE OF THE C3 FRAMEWORK

Ohio's Integrated Model Curriculum incorporates elements from the 2013 College, Career, and Civic Life (C3) Framework published by NCSS. The C3 Framework serves as guidance for elevating rigorous learning experiences in state social studies standards, not as national content standards in social studies. However, the elements embedded in the C3 Framework are grounded in best practices of inquiry-based learning and instruction. A significant component of the C3 Framework is the Inquiry Arc.

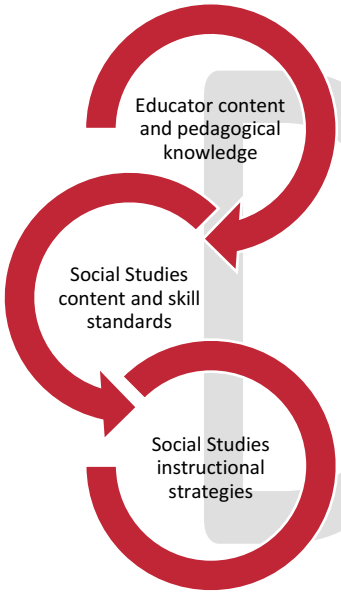


Figure 6 - Ohio's Integrated Model Curriculum promotes healthy integration by increasing educator content and pedagogical knowledge to support implementation of social studies standards and instructional strategies.

The Inquiry Arc of Learning

NCSS describes the Inquiry Arc as "a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies: (1) *Developing questions*, (2) *Applying disciplinary concepts and tools*, (3) *Evaluating sources and using evidence*, *and* (4) *Communicating conclusions and taking informed action*." The Inquiry Arc is not exclusive to a particular discipline as the questions developed and explored can and most likely will require and result in students using content and skills from multiple disciplines throughout a planned inquiry.[13] Consider this example from Halvorsen and Alleman:

"For example, when members of a neighborhood organization seek to launch a safe neighborhood campaign, they need to bring knowledge of the community and its past (history); they need to determine a budget (economics and mathematics); and they need to conduct outreach through communication in the form of newsletters of social networking (literacy)."[14]

The Inquiry Arc helps educators and students to explore thought-provoking questions, curiosities, and controversies through various disciplinary lenses, using available sources and information to develop evidence-based conclusions on which they can act with informed intent[15]. Ohio's Integrated Model Curriculum bolsters Ohio's commitment to increasing student achievement in literacy and numeracy by constructing additional avenues by which educators design and implement powerful learning experiences relevant to students' lives, grounded in high-quality instructional materials and instructional strategies. The Inquiry Arc from the C3 Framework elevates interdisciplinary learning by cultivating a mindset that promotes probing questions and

[13] Halvorsen, A.L. and J. Alleman, 2015).
[14] Ibid, p. 11.
[15] National Council for the Social Studies, 2022.

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constructing knowledge by evaluating and applying various sources to construct a position, stance, or product. These competencies and skills foster active and engaged citizenship, as students must enter life after high school prepared to make reasoned decisions and act as good citizens within their communities.[16]

Cultivating Active and Engaged Citizenship

NCSS's third pillar of its "Powerful Teaching and Learning in Social Studies" states, "Powerful social studies fosters civic engagement necessary for a well-functioning democratic society and global community." [17] Ohio's Integrated Model Curriculum begins building students' civic literacy in the early ages by applying inquiry-based learning opportunities for students to act with new knowledge. When educators leverage social studies instructional strategies and sources, they can elevate student achievement in literacy and English language arts.

Educators who are skilled in executing social studies learning experiences can broaden student background knowledge, increase student skills in critical thinking, reading, and writing, and create connections to the content their learning with their community, their family, and themselves. Research shows when students are engaged in authentic education experiences, they demonstrate a heightened awareness of civic literacy and involvement.[18] When districts offer integrated curriculum, extracurricular activities, and community service opportunities, students can model their civic understanding and refine their abilities to think, speak, write, and act with meaning. As students demonstrate readiness for college and career life after high school through academic and workforce experiences, it is also important students demonstrate readiness to participate in democratic society as an engaged citizen who asks the right questions, develops their understandings and conclusions from authoritative evidence, and to contribute positively to their communities through informed action.

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[16] Halvorsen, A.L. and J. Alleman, 2015.
[17] National Council for the Social Studies, 2022.
[18] Morgan, L.A., 2016.

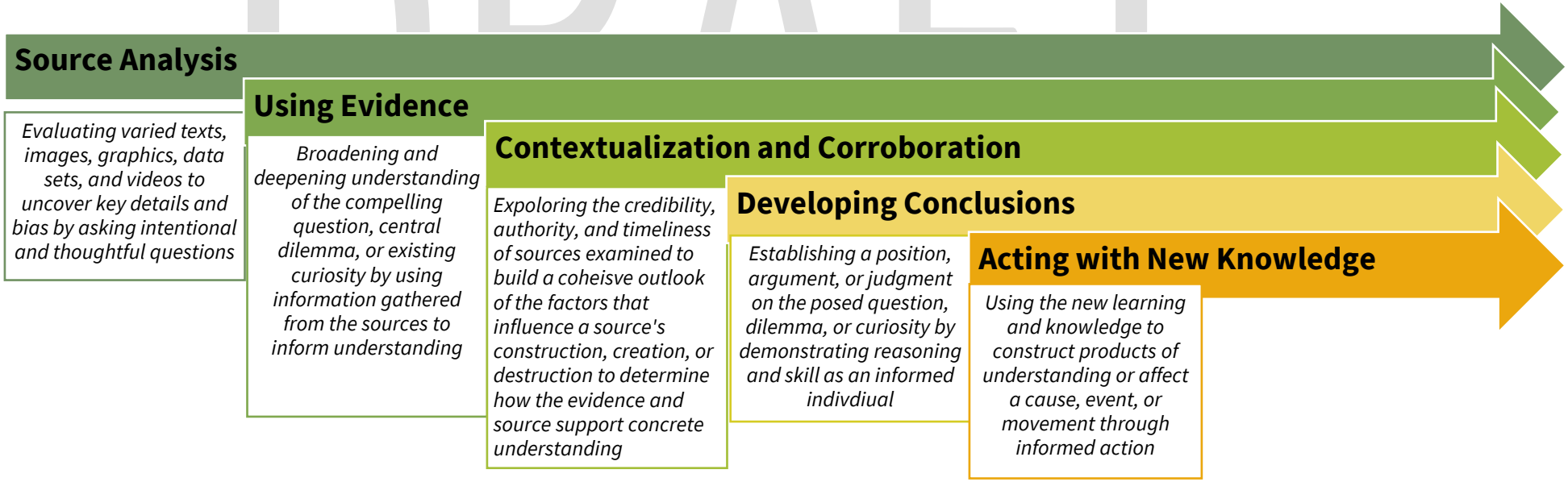
Integrated Model Curriculum Components

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Skills – Habits of Thinking

Ohio's Model Integrated Curriculum promotes "Habits of Thinking" that are grounded in inquiry-based learning approaches where students ask and explore thoughtful questions by using available texts, sources, and data sets to develop informed conclusions. The Habits of Thinking are listed and described below.

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When students use the Habits of Thinking, they act as disciplinary thinkers employing the same processes and competencies as professionals to solve problems, develop action plans, and deepen their understanding of their local, national, and international

communities. By integrating these Habits of Thinking in every learning experience, students will expand their abilities and become engaged citizens who can contribute positively to their communities and navigate the complexities of contemporary society with a robust foundation of content knowledge and skills. Adapted from the C3 Framework, Ohio's Integrated Model Curriculum's Habits of Thinking align to both the social studies and English language arts skill content statements. The Habits of Thinking increase in complexity and cognitive rigor, where each consecutive habit requires students to use multiple reading, writing, thinking, and speaking processes and skill sets. Educators can focus on different Habits of Thinking in their planned instructional experiences but should not introduce a new Habit of Thinking until students have demonstrated proficiency in a prior habit. However, as students increase in the rigor and complexity of the Habits of Thinking, they can use multiple Habits of Thinking simultaneously and congruently as they explore complex phenomena, historical events, historical figures, and varied sources, including texts, paintings, and graphics.

HABITS OF THINKING IN THE CONTENT AREAS

The Habits of Thinking invite inquiry-based learning and actions throughout the different content areas. While the Habits of Thinking are content agnostic as terms, they vary across the content areas in terms of student actions or implementation. Below is a table identifying how the Habits of Thinking appear across the core content areas through student actions and learning experiences. This table is not an exhaustive list and does not include all content areas. Educators can also identify how the Habits of Thinking appear in the other content areas not and in other ways not included in the table.

Habit of Thinking	*Social Studies*	*English Language Arts*	*Civics*	*Science*	*Fine Arts*
Source Analysis	• *Analyze sources to find the purpose of the source's creation, the claim(s) made in the source, and supporting reasoning.* • *Examine the source for bias and specific perspectives included* • *Consider perspectives not represented* • *Identify questions not answered or needed to be answered after examining the source*	• *Use key details in a text to ask and answer questions, identify the main idea, and provide a summary.* • *Utilize text features (illustrations, headings, charts, maps, diagrams) to locate key information.* • *Conduct short research projects that build knowledge about a topic, using information from print and digital sources.*	• *Evaluate textual information, photos, graphics, cartoons, and videos relating to a specified topic*	• *Asking questions and defining problems* • *Using mathematical and computational thinking* • *Evaluating and synthesizing published research findings (e.g., scientific journal articles, conference presentations)*	• *Analyzing source material as inspiration for original creative works* • *Analyzing an artist's technique, approach, or creative choices to provide critique*
Using Evidence	• *Cite details to highlight reasons supporting a specific claim*	• *Use details, examples, inferences, and quotes from a text to demonstrate*	• *Reference information and reasoning from authoritative*	• *Engaging in argument from evidence (observations, data*	• *Citing evidence to explain or justify an interpretation or evaluation*

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Habit of Thinking	Social Studies	English Language Arts	Civics	Science	Fine Arts
	• *Understand how a source supports a specific position or point of view*	*understanding of the main idea.* • *Explain how an author uses evidence to support points in a text.* • *Draw evidence from literary or informational texts to support analysis, reflection, and research.*	*sources to support understanding* • *Determine the quality of a position or point of view*	*from investigations, research)* • *Analyzing and interpretating data* • *Planning and executing investigations* • *Making observations*	• *Providing self or peer feedback to improve creative works and technical skills*
Contextualization and Corroboration	• *Explore the surrounding time, space, and place of a source to understand how and why a source is created*	• *Describe the connection between a series of historical events, scientific ideas or concepts, or between two individuals in a text.* • *Analyze two texts on the same topic or multiple accounts of the same event, noting similarities and differences in the perspectives they represent.*	• *Understand how the way information is presented influences use and reaction* • *Use skills to evaluate how information and reasoning appear in other sources*	• *Developing and using models* • *Using mathematics and computational thinking* • *Obtaining, evaluating, and communicating information*	• *Relating artistic ideas with local, cultural, and historical contexts* • *Understand how art reflects its historic, cultural, or political context*
Developing Conclusions	• *Craft explanations, positions, and perspectives on questions and conflicts supported by evidence from analyzed sources*	• *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why.* • *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*	• *Determine the reliability and authority of evidence to support a position* • *Validate or modify a position or point of view*	• *Constructing explanations and designing solutions from evidence.* • *Construct viable arguments and critique reasoning of others.*	• *Interpreting works of art for intent or meaning* • *Evaluating works of art based on provided or created criteria*
Acting with New Knowledge	• *Write, read, speak, design, and create products to demonstrate and apply understanding*	• *Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.* • *Write narratives that recount a sequence of events, including details to describe actions and provide a sense of closure.*	• *Act intentionally to create change* • *Engage in productive dialogue with others* • *Write, read, speak, design, and create*	• *Proposing or implementing solutions to real world problems* • *Asking new questions (iterating)* • *Critiquing the effectiveness (pros and cons) of solutions to real world problems.*	• *Creating an original work of art to demonstrate and apply understanding* • *Developing, refining, and performing artistic techniques, skills, and expressions*

Content – Ohio-Specific Source Sets

Ohio's Integrated Model Curriculum incorporates curated high-quality resources that highlight various aspects of Ohio's history and Ohio's stories. The source sets allow educators to select which resources to incorporate into their instruction and classroom experiences. These sets serve as comprehensive instructional tools designed to integrate social studies content with English language arts standards or bolster standalone social studies instruction.

Each source set includes topic-specific links, key vocabulary, and teaching strategies that promote content comprehension and literacy skill development. Additionally, they highlight connections to Ohio history and civics, align with both social studies and English language arts standards, and incorporate life skills from the OhioMeansJobs-Readiness Seal. The source sets also feature appendices with cross-grade instructional strategies, comprehension and writing supports, and assessment opportunities, all of which are grounded in a multi-tiered system of supports to ensure accessibility and effectiveness for all learners.

The source set topics listed below are adapted from the 2017 Ohio's Learning Standards for Social Studies and the Minimum Standards of Leadership Series: Ohio Studies.[19] The topics also connect to the disciplines present in Ohio's Learning Standards for Social Studies: Geography, Government (Civics), Economics, and History.

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INTEGRATED MODEL CURRICULUM SOURCE SET TABLE

Source Set Topic	Source Set Description
Ohio's Landscapes: Natural and Human Made Geography Strand	Abundant and varied natural resources across Ohio's landscapes have had a major impact on the development of hundreds of local communities in the state. Additionally, Ohio's natural resources and waterways have been modified and adapted to meet human needs and demands, transforming the state into a center of activity. As a result, Ohio's role in the nation and the world have evolved and adapted over time.
Ohio's First Peoples American Indian and Indigenous Peoples Focus	Ohio was home to various indigenous civilizations prior to European contact, including many American Indian nations. Theories indicate the early peoples stopped hunting wild animals and gathering plants, fruits, and nuts for their food, taking up agriculture instead. American Indian nations lived throughout present day Ohio, each with distinct identities, traditions, and expectations. Civilizations developed with a social hierarchy, religious beliefs, and government structures. Clashes and cooperation with other tribes and Europeans resulted in lasting changes for Ohio's indigenous peoples.
Ohio's Local Communities	Ohio is home to some of the largest metropolitan areas in the United States, which have transformed as the rest of the nation experienced economic, social, and cultural changes. Urban living in Ohio offers a mix of vibrant city life and access to cultural amenities such as museums, theaters, and various dining options. Urban living also exposed needed reforms such as a fresh water supply, improved sanitation practices, and quality housing.

[19] Division of Elementary & Secondary Education, 1985.

Source Set Topic	Source Set Description
	Ohio's rural life is deeply rooted in local traditions, with the importance of agriculture and business in shaping local communities and Ohio's past development and future opportunities.
Ohio's Icons and the American Story: America 250-Ohio Government Strand	While not one of the original British colonies, Ohio represented the next opportunity for the Europeans in North America as the United States valiantly fought against the British Empire for its freedom. In the late 18th century, Ohio was the frontier, where migrating Europeans sought to claim ownership over lands American Indian nations occupied. With the Northwest Ordinance's and Constitution's adoption, Ohio was soon admitted to the Union and included as the 17th state. Ohio's Constitution was first adopted in 1803 and underwent major revisions in 1851 to create the current government structure. Today, state symbols like the Ohio burgee and the cardinal and national symbols like the American flag, Pledge of Allegiance, and the National Anthem create a common identity and heritage for all Ohioans to unite under.
Ohio's Weather and Climate	Ohio experiences a wide range of weather throughout the year, with four distinct seasons. Winters can be cold and snowy, especially in the northern regions, while summers are typically warm and humid. Spring and fall bring milder temperatures and colorful transitions, making them popular times for outdoor activities such as festivals, parades, and celebrations. As Ohio's climate continues to change due to natural and manmade impacts, the weather patterns and phenomena transform daily life for Ohioans, resulting in new challenges and opportunities. These shifts prompt Ohio's communities to promote innovative approaches to sustainability, resource management, and securing the health and safety of all Ohioans.
Ohio's Ecosystems	Ohio's ecosystems vary across the state, ranging from hardwood forests and wetlands to prairies and freshwater lakes. These ecosystems support a wide array of plant and animal species, many of which are native to the region. The state's rivers and Lake Erie shoreline provide important habitats for migratory birds and aquatic life. Human activity, including agriculture and urban development, continues to shape and impact these natural environments, including food chains and natural habitats.
Farming In the Heart of It All	Because the growing season is long and the land is fertile, a wide variety of crops may be grown in Ohio. Agriculture is a cornerstone of economic activity and lifestyle in Ohio's rural communities, seen through daily living, economic activity, and community festivities. At the same time, Ohio agriculture is a major component of the international linkage between Ohio and nations of the world.
Ohio's Innovators	Nicknamed the "Mother of Presidents," Ohio was the home of many other famous individuals whose contributions in education, science, politics, literature, sports, and the arts had lasting effects on society. These "innovators" transformed institutions and cultures and left a legacy, bringing recognition to Ohio, and inspiring future generations to pursue excellence and innovation.
Ohio's Government and Its Citizens Civics Focus	Civic responsibility and education are crucial for fostering informed and engaged citizens who can actively participate in democratic processes and contribute to the well-being of their communities. Ohioans play an active role in governance through voting, public service, and civic engagement. Local governments, including counties, cities, and townships, provide essential services and are often the most direct link between residents and their government. Ohio's government is structured into three branches—executive, legislative, and judicial—each with distinct responsibilities to ensure a balance of power. Through public participation and representation, Ohioans help shape policies that affect their communities and daily lives.

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Source Set Topic	Source Set Description
Ohio's Economy Economics Strand	Ohio's industries are wide-reaching, contributing significantly to the state's economy, and promoting international commerce and trade. The state is known for its strong science, manufacturing, healthcare, and aerospace sectors, making it a key player in the national and international economic landscapes. Settled in the heart of the Midwest, Ohio's historical legacy as an agricultural and manufacturing leader continues as the state transforms its positioning to meet modern needs while preparing for a dynamic, ever-changing future. Ohio's government, businesses, education institutions, and community organizations have collaborated to keep Ohio competitive in a rapidly changing global economy.
It All STEMS From Ohio	Ohio seeks to be the Silicon Valley in America's Heartland by developing robust industry activity in science, technology, engineering, and mathematics. Ohio's state and local governments leverage productive partnerships with businesses and education institutions to ensure a thriving, creative workforce. Statewide initiatives are helping bridge the digital divide, ensuring that rural and urban communities alike can participate in the growing tech economy. When coupled with Ohio's commitment to agriculture, the Buckeye state remains the "Heart" of America's Heartland.

Instruction – Instructional Model and Assessment Supports

LEVERAGING THE APPROVED HQIM IN ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES

The Department's Ohio Materials Matter initiative stresses the importance of using high-quality instructional materials (HQIM) that align with learning standards, provide a coherent scope and sequence, and include evidence-based instructional strategies, assessments, and implementation supports. Many of the approved high-quality core curricula and instructional materials in English language arts include disciplinary content to support literacy skill development, but the content may not consistently align with Ohio's disciplinary learning standards (science, social studies, mathematics, etc.) or include connections to Ohio-specific content.

Integrated Learning Design Process

Ohio's Integrated Model Curriculum expands on the prescribed curriculum by providing specific implementation supports to effectively blend the instructional strategies and disciplinary content with the curriculum's scope and sequence to cultivate powerful blended learning experiences that maintain rigor and coherence. As it is the responsibility of each local school district board of education to select the prescribed curriculum and allocate instructional minutes in the school day, Ohio's Integrated Model Curriculum employs a design process to empower school districts in maximizing the impact of their locally prescribed high-quality core curriculum and instructional materials in English language arts to intentionally deliver disciplinary learning experiences. Healthy integration of content

areas occurs when the content, instruction, and assessment align cohesively and adhere to each content area's knowledge and practices. The design process is briefly described below.

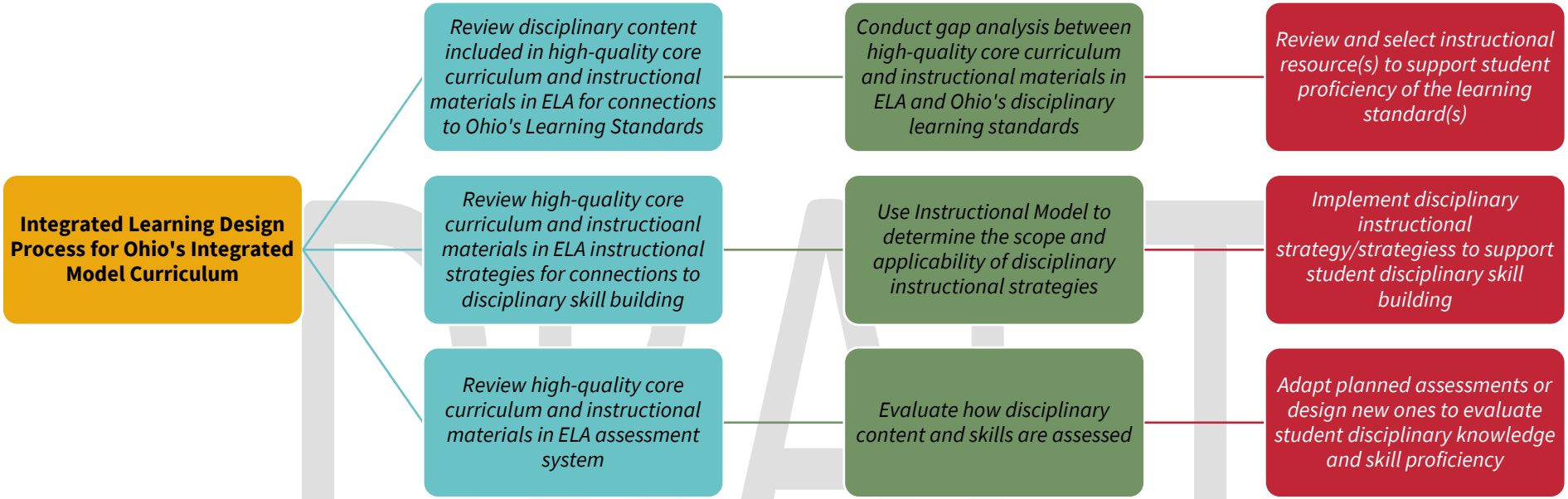


Figure 7 - The steps involved in the integrated learning design process. Educators leverage curriculum and unit internalizations processes where applicable to review the prescribed curriculum and determine opportunities to integrate disciplinary content.

Teacher-based teams and school leadership teams can utilize the integrated learning design process to support effective integrated learning experiences. This design process encourages collaboration among educators to evaluate and align disciplinary content and skills with high-quality instructional materials and literacy instructional strategies. By doing so, these teams ensure that the curriculum adheres to local and state standards and supports the development of critical thinking, problem-solving, and literacy skills across various content areas. Through regular meetings and continuous curriculum-based professional learning, teacher-based teams assess the effectiveness of instructional strategies, share best practices, and make data-driven decisions to enhance student learning outcomes while employing an integrated learning approach. School leadership teams can also provide the necessary support and resources, facilitate the seamless integration of content areas, and foster an environment where students can thrive academically and develop a deeper understanding of the interconnectedness of different disciplines.

Modifying and Enhancing Assessment Systems to Support Integrated Learning

Approved high-quality core curricula and instructional materials in English language arts often include an assessment system designed to collect data on a student's progression through the curriculum's learning objectives and English language arts standards. These assessment systems may include opportunities for educators to evaluate student disciplinary knowledge included in a specific unit or lesson. The assessment system may require students to use acquired disciplinary knowledge to demonstrate English language arts or literacy skill proficiency but may not include assessments or rubrics that evaluate a student's disciplinary skill development and knowledge acquisition.

Ohio's Integrated Model Curriculum's design process seeks to leverage the prescribed high-quality core curriculum and in instructional materials in ELA's assessment system where applicable to support educators in evaluating a student's disciplinary knowledge and skill proficiency in Ohio's disciplinary learning standards. The Integrated Model Curriculum includes strategies and suggestions for educators to assess student disciplinary knowledge and skill while maintaining the integrity and implementation of the prescribed curriculum.

FOCUSING ON TIER 1 INSTRUCTION

The instructional model presented in the Integrated Model Curriculum (shown to the right) is designed to provide a comprehensive structure that ensures the delivery of high-quality instruction to all students. This model aligns with Ohio's Integrated Multi-Tiered System of Supports (MTSS), which offers a continuum of academic and non-academic instruction and supports across three tiers. The objective of the instructional model is to meet the needs of all students and promote their success through structured and evidence-based teaching practices. While all three tiers of instruction are present within the Integrated Model Curriculum's instructional model, Tier 1 is elevated **as all students should receive effective Tier 1 instruction**.

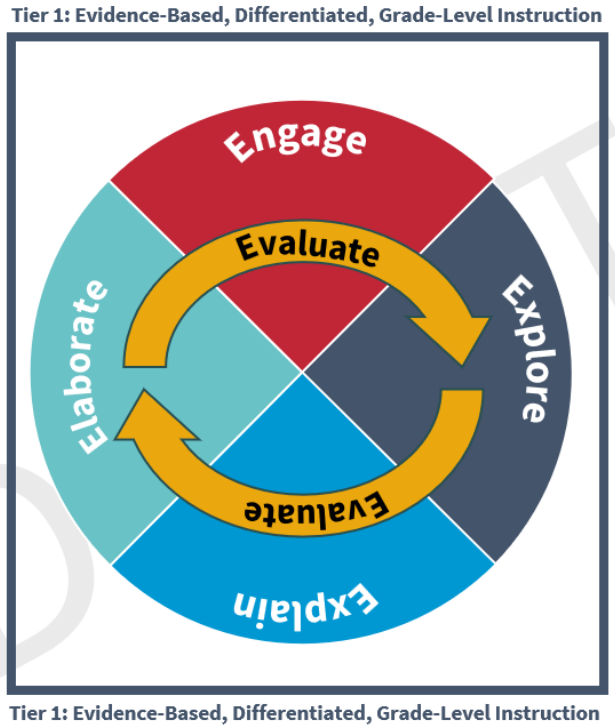


Figure 8 - Graphic showing the "5E" approach embedded within Tier 1 Instruction

Tier 1 Instruction

Tier 1 instruction serves as the foundation of the instructional model within the Integrated Model Curriculum. It involves delivering high-quality, evidence-based, grade-level instruction with a spiraling scope and sequence. **This tier aims to reach all students with a core curriculum that is rigorous, coherent, and focused, aligned with the state academic content standards.** In Tier 1

instruction, educators use various instructional strategies and differentiation to engage students and address different learning styles, ensuring that each student can access and benefit from the curriculum.

PHASES OF TIER 1 INSTRUCTION – THE "5E" APPROACH

The effectiveness of the Integrated Model Curriculum is dependent on the systems and processes in place in each school and district. Schools and districts use teacher-based teams to coordinate professional learning and conduct data-based decision processes when implementing HQIM. While implementing HQIM, school and districts discuss instructional models and strategies to support student learning. While schools and districts may use different labels for the phases of the instructional model, the structure of the instructional model is largely similar to what educators may use in their daily classroom experiences.

The "5E" instructional model is used within the Integrated Model Curriculum. The "5E" model is a widely recognized instructional framework that enhances student engagement and learning by promoting active participation and inquiry-based learning. Promoted as a method of science instruction, this model also aligns with Ohio's Integrated Multi-Tiered System of Supports (MTSS)as an evidence-based approach to Tier 1 instruction. The 5E model comprises five phases: **Engage**, **Explore**, **Explain**, **Elaborate**, and **Evaluate**. Each phase plays a critical role in delivering high-quality, evidence-based instruction that meets the needs of all students by effectively blending disciplinary content and skill to promote student outcomes.

Engage – Sparking Curiosity for Learning

In the **Engage** phase, educators aim to capture students' interest and curiosity about the topic at hand. This phase sets the stage for learning by connecting new concepts to students' prior knowledge and experiences. Within the Integrated Model Curriculum, educators can utilize various materials such as thought-provoking questions, interesting scenarios, multimedia resources, and hands-on activities to pique students' interest. For example, a video clip, image, or text source from the Ohio-specific source sets can spark curiosity and encourage students to ask questions, laying the foundation for deeper exploration and learning. This phase of instruction can adhere to disciplinary practices in content areas, creating an opportunity for students to think, question, hypothesize, and analyze like scientists, historians, geographers, political scientists, artists, etc.

Explore – Encountering New Knowledge and Skills

The **Explore** phase provides students with opportunities to investigate and interact with the concepts and skills being taught. The core curriculum and instructional materials for English language arts should be implemented during this instructional phase. Educators use various instructional strategies, including direct instruction and inquiry-based methods, to focus student exploration and learning on content acquisition and building or expanding foundational literacy skills. This hands-on approach allows students to construct their understanding of the identified learning objectives. Educators may also use the sources and instructional strategies provided in the Integrated Model Curriculum source sets during the Explore phase.

Explain – Practicing New Knowledge and Skills

In the **Explain** phase, students articulate their understanding of the concepts and skills they have explored and learned. This phase emphasizes opportunities for educators to monitor student progress and provide clear feedback to inform student learning. Educators can use the Integrated Model Curriculum materials and resources alongside the core curriculum to guide instruction. Instructional materials can also be used to provide structured opportunities for practice and refinement and guiding student discourse and discussions. The instructional materials and resources used in the Explain phase aim to help students assess their progress, clarify misconceptions, and use foundational reading, writing, and speaking skills to express their understanding. It is important that the core curriculum and instructional materials are being implemented with integrity throughout this phase as students will practice the skills presented in the core curriculum and instructional materials during this phase.

Elaborate – Deepening New Knowledge and Skills

The **Elaborate** phase challenges students to extend their learning by applying their knowledge to new and more complex situations. This phase promotes critical thinking and problem-solving, encouraging students to make connections across different contexts. Within the Integrated Model Curriculum, educators can use the provided materials to design activities that require students to apply their understanding to real-world scenarios, interdisciplinary projects, and advanced tasks. Students may apply disciplinary knowledge during this phase to expand content and skill dispositions, such as evaluating sources or phenomena that represent the prescribed topic or content area within the core curriculum and instructional materials in English language arts. The disciplinary skills complement the foundational literacy skills during this phase to elevate the professional skills of reading, writing, speaking, and critically thinking. Students may blend the new knowledge and skills learned from the Integrated Model Curriculum materials and resources with the knowledge and skills presented in the core curriculum and instructional materials to construct new understandings.

Evaluate – Assessing Student Knowledge and Skills

The **Evaluate** phase involves assessing students' learning and understanding to inform instruction and provide feedback. This **continuous phase** is essential for identifying student progress and areas needing further supports. In the context of the Integrated Model Curriculum, educators can employ various assessment strategies, such as formative assessments, performance tasks, and reflective journals to collect student data. These tools allow educators to gauge students' comprehension, provide constructive feedback, and adjust instruction to meet individual needs as part of the continuum of supports embedded within Ohio's Integrated Multi-Tiered System of Supports. The evaluation process ensures that all students are progressing toward mastery of the learning objectives and academic standards. During the Evaluate phase, it is important educators assess disciplinary content and skills separately from foundational literacy skills to ensure student progress is being accurately measured. Educators may be able to use the same piece of data or student work to complete the evaluation, but separate criteria should be established in evaluating student progress in disciplinary content and skill acquisition versus foundational literacy skill acquisition.

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Continuous evaluation and data collection of student progress are essential components of Ohio's integrated MTSS framework, as they provide the necessary insights to tailor instructional strategies to meet the needs of all students. By systematically analyzing student performance data, educators can make informed decisions, adjust supports, and ensure positive student learning outcomes.

MAINTAINING A COMMITMENT TO HQIM

The Integrated Model Curriculum relies heavily on a commitment to high-quality instructional materials (HQIM). Ohio believes that all students deserve to be engaged with high-quality, standards-aligned instruction (which includes access to HQIM) as HQIM supports students in experience a standards-aligned, coherent curriculum. The Integrated Model Curriculum materials and resources are designed to complement the prescribed curriculum materials used for English language arts and social studies by offering additional resources and strategies that enrich the core curriculum and increase student access to Ohio-specific content and connections. By integrating these supplementary materials, educators can provide a more comprehensive and engaging learning experience that supports students in building both foundational literacy and disciplinary skills. The seamless blend of HQIM and the Integrated Model Curriculum enhances the instructional process, making it more dynamic and effective in preparing students to be productive, engaged Ohioans.

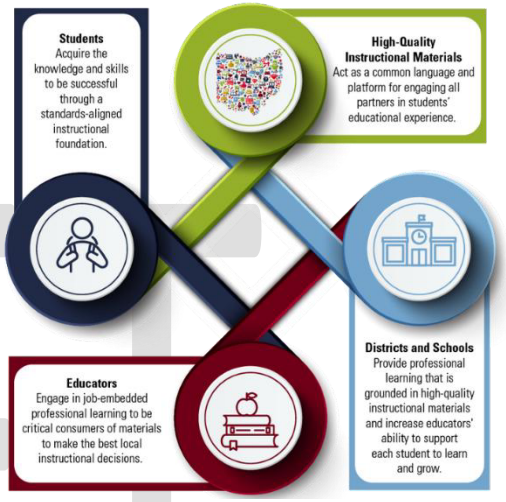


Figure 9 - The "Ohio Materials Matter" graphic, as depicted on the Ohio Department of Education and Workforce's website

The 5E instructional model, when integrated with the resources and support of the Integrated Model Curriculum, offers a robust framework for delivering high-quality, student-centered instruction. By engaging students, fostering exploration, facilitating explanation, encouraging elaboration, and conducting thorough evaluations, educators can create a dynamic learning environment that promotes success for all students. Educators and schools can leverage additional frameworks and tools such as Ohio's Integrated MTSS framework and the High-Quality Instructional Materials (HQIM) content area rubrics to cultivate a learning environment where all students succeed academically and non-academically.

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