ARE TEACHERS PREPARED FOR THE INTEGRATED CURRICULUM?

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ABSTRACT

This project examines integrated curricula and whether teachers have received enough time and money to implement such programs and whether the changes initiated by them will be long-lasting. Long term change involves numerous factors. There must be a consistent belief that integrated curricula are valuable for improved student achievement. Ontario Ministry of Education documents and various board policies must be unified in their approaches to integration and should not change these views in a rapid succession. Fluctuation in opinion about the value and delivery of integrated studies causes educators to suspend implementation of such initiatives. Schools and boards of education need administrative stability. Many times innovation is disgarded when new administrators show a lack of support or understanding of new curriculum initiatives. Staffing must be constant. Too much time, money, and training are wasted when staff are moved for external reasons. Adequate leadership must be provided by the government and the boards of education to facilitate the delivery of integrated curricula. Timetables must be made to accomodate integration and must be consistent through all grades in the school.

This project provides a brief historical context for integrated curriculum document trends, contains definitions of integration, and an overview of integration as it appears in For the Love of Learning (1994), The Common Curriculum (1995), and Draft #2 of the Secondary Policy Document for Interdisciplinary Studies (1998). Possible models of

integration are reviewed. A brief look at integration initiatives in other provinces is included as well as an observation of the geographical movement of trends in Canadian education. The project describes the development, over six years, of a grade nine destreamed integrated curriculum and its difficulties in effecting lasting change in teacher practice. Possible solutions to problems are given. Finally, the implications of integrating curriculum for educators without sufficient time or funding are evaluated.

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INTRODUCTION

A Historical Context for Integration

Integrated studies and the assessment and evaluation of its learning outcomes is a topic of interest to Ontario educators as they seek methods to implement new curriculum documents from the Ministry of Education. This project examines integrated curricula and whether teachers have received enough time and money to implement such programs and whether the changes involved will be long-lasting. Long term change involves numerous factors. There must be a consistent belief that integrated curricula are valuable for improved student achievement. Ontario Ministry of Education documents and various board policies must be unified in their approaches to integration and should not change these views with successive governments. Fluctuation in opinion about the value and delivery of integrated studies causes educators to suspend implementation of such initiatives. Schools and boards of education need administrative stability. Many times innovation is disgarded when new administrators show a lack of support or understanding of new curriculum initiatives. Staffing must be constant. Too much time, money, and training are wasted when staff are moved for external reasons. Leadership must be provided to facilitate the delivery of integrated curricula. Timetables must be made to accomodate integration and must be consistent through all grades in the school.

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To make sense of the changes involved, it is important to briefly review the historical trends which shaped the current curriculum documents. As Susan Drake says in Planning Integrated Curriculum: The Call to Adventure (1993), "Eisner (1992) points out that as early as the 1920s the progress movement in education advocated curricular integration through themes because proponents believed the disciplines prevented students from seeing the relationships between subjects and therefore decreased the content's relevance" (2). Here subject integration is seen as "progressive". It is suggested that somehow, it is more valuable and better to teach in an integrated manner than using

different teaching methodologies. This has implications for the implementation of integrated curricula. Eisner, thus, implies that a subject-specific curriculum is "regressive" and so outlines the conflict between "subject-based" curriculum specialists who represent "stability" and integration experts who represent change in previously established teaching cultures. Drake goes on to say that "[in] the '60s, based on Jerome Bruner's (1960) concept of curriculum development, there was a shift to discipline-oriented curriculums where the structure of the discipline was considered to be the facilitator for the storage and retrieval of knowledge" (2). These two viewpoints are reflected today in teacher practice. Bruner's and Eisner's philosophies are in conflict. One argues for integration and the other for subject-specific teaching. This dialogue is reflected in this project through the examination of "Canadian Perspectives" over six years.

A movement to program integration and its organization can be seen twenty-six years ago. For the Love of Learning quotes Circular H.S.I: Recommendations and Information for Secondary School Organization Leading to Certificates and Diplomas 1969-1970, where programs were organized into the four areas of communications, social sciences, pure and applied sciences, and arts (1:20). In 1995, twenty-six years later, program groupings would become a "new" key element of The Common Curriculum (1995) and this would allow for the philosophy of integration because subjects were now "grouped" together. Eight years before The Common Curriculum (1995), Ontario Premier David Peterson commissioned Toronto Star editor George Radwanski's report on the Ontario Study of the Relevance of Education, and the Issue of Dropouts (1987).

Radwanski said that many students "were uninterested in what they were being taught at school, and they lacked appropriate skills and knowledge" (For the Love of Learning 1: 21). So integrated studies were proposed as a possible cure for such lack of interest. This idea is awkward to articulate for how does a teacher measure the concept of "uninterested"? It is a vague "feeling" and a number of socio-economic factors could influence such a lack of enthusiasm for school. Earlier, in the 1920s, the ability to see the relationship between subjects was argued to increase their relevance for students. Two of Radwanski's key recommendations were a shift to outcomes-based education and to a common core curriculum. Both of these recommendations are key to integrated learning and the development of The Common Curriculum (1995) in Ontario.

Integration became highlighted in Ontario education through the development of the final draft of The Common Curriculum (1995) which stated that it was a "vision for education in Ontario schools" (3). In 1993, the preliminary version of the document was published for feedback from educators, and a "plain-language" version for parents and the general public was published in the same year (3). The 1995 version reflects the suggestions of teachers, parents and other members of society. The document outlines the policies and educational philosophy that form the basis of education for Ontario students from grades one to nine (3). It also describes the knowledge, skills,and values students should develop by the end of grade nine. This document replaces curricula in The Formative Years, 1975 and in the subject guidelines for grades seven to nine, including those in Ontario Schools, Intermediate and Senior Divisions, 1989 (OSIS). The policy

document Transistion Years, Grades 7,8, and 9, 1992 was also influential in shaping and identifying the key issues that arise in the treatment of integration in The Common Curriculum (1995).

Under the leadership of the New Democratic Party, Dave Cooke, Minister of Education and Training, announced the establishment of the Royal Commission on Learning "in support of [the government's] commitment to economic renewal and social justice, [which] identified the need to set new directions in education to ensure that Ontario youth [were] well-prepared for the challenges of the 21st century" (1: xvii). Somehow, integrated studies was to facilitate economic renewal and social justice. This rather onerous expectation implies an egalitarian view of education. All students are to be equal; the underprivileged are to be "the same" as the privileged. Is this possible, or do integrated studies simply dilute subject-specific curricula so that all students can achieve the intended results? The purpose of the Royal Commission was to review and evaluate current educational practice, curriculum documents and trends in Ontario and to make suggestions for improvement based on hearings from all key groups in Ontario. Two of the central questions which were to be answered were, "How should the curriculum in elementary and secondary schools be organized and delivered?" (1: viii) and "How should students be evaluated?"(1: ix.). Another issue is how special interest groups influenced the hearings and the development of the document. Obviously the responses to these questions would be important to integrated studies. The Commission's review of The Common Curriculum and its evaluation of integrated studies will be a key subject of

discussion in this project.

Of primary interest is the lack of empirical evidence that integrated studies creates better learners. For the Love of Learning: Report of the Royal Commission on Learning states that there is a concern about the lack of research into the effectiveness of integrated curriculum:

> [t]here is little research on curriculum integration, especially with regard to its potential for improving achievement or mastery . . .We cannot assume, in the absence of research, that curriculum integration will prove to be more effective as a way of presenting information to students than the more conventional delivery of discrete subjects. (2:60)

Why, then, are integrated studies, today, being emphasized in the Secondary School Reform Documents through Interdisciplinary Studies? Why is the government implementing enormous change when there is little evidence to support such action? The commission also clearly states that to write integrated curriculum well requires training, expertise and time, yet little of these are given to teachers.

Parents do not understand integrated curriculum and wonder if essential skills will continue to be taught. This community pressure will influence the effectiveness and longevity of the proposed changes. If parents and communities do not support integrated studies, they will work to dismantle it. This pressure is subtle as seen in "Canadian Perspectives". Parents ask questions which take up administrative time. Whole teaching practices come into question over the worthiness of programs requiring so much explication. The argument of this project is that the implementation of integration is being rushed and that teachers are ill prepared to deliver such a program.

The Importance of this Project

This project is important because, while much is written about how to implement and integrate the curriculum and its "apparent" benefits to students, little is critically researched or written about the effectiveness of integration for the learner and its effect on teacher workload and stress. This project closely follows the development of an integrated grade nine curriculum in a high school over six years. It considers key problems that arise in the delivery of such a program which are rarely investigated. For example, scheduling problems can derail the whole implementation. Such influences affect the longevity of integrating curriculum.

In attempting to implement integrated curricula, educators are being asked to change their teaching methods and beliefs about how students learn. They are asked to move away from their areas of expertise and research. This makes them feel as if their discipline and life's work are devalued. This project will attempt to clearly delineate two points of view. Central to the argument in favour of integration is the desire to teach students how to think and make connections between theory and practice. Educators have learned more about how the brain functions and are concerned about students living in an increasingly disjointed world where patterns and structures which would traditionally help students make sense of their environments, are more difficult to discern and understand. Supporters of integrated studies argue that structuring curriculum to show these connections can only help students develop better thinking skills and make sense of a changing world.

This view of the student as an integrated learner is not a new one but does present a number of philosophical problems. At one extreme are teachers of a "traditional view" who believe that certain "content" (i.e. dates and facts particular to subjects) is essential to the understanding of modern issues, that there are patterns of history which must be learned in order to place new ideas in a context. At the other extreme are teachers who say that content does not matter; only skills are important. Most teachers take a middle position and try to strike a balance between the two views. Ministry documents reveal an increasing tendency to emphasize cross-curricular links by dissolving single discipline departments and reforming them under the program areas listed in The Common Curriculum (1995). Boards of Education have moved from subject-specific Department Heads in an effort to reduce renumeration costs. Department Heads are now expected to "manage" a group of subject areas which are no longer, necessarily, in their teaching specialties. This has moved the Department Head's role away from "subject expert" and "teacher-mentor" to department manager. Teachers are encouraged, more than ever, to form links with teachers in other areas. These teams, then, work on developing curricula which promote integrated learning to meet learning outcomes.

Influential Factors

To teach integrated programs well, and for the change to last, educators must feel comfortable with other members of a team and they must contribute a significant amount of time together to research materials, and review, design, develop and implement curriculum. These projects need adequate funding. In "An Integrated Curriculum is the

Foundation for Brain-Compatible Learning: It Begins with You", Susan Kovalik states that teachers need at least thirty days professional development a year to write an integrated curriculum: they need thirty days of teaching and two weeks to reflect and "write around the calendar" (audio tape). This may seem expensive to boards of education, but in Kovalik's opinion, it is the only way in which fundamental change can occur. Previous to this, teachers must discuss what is important to them and why. Consensus is necessary, before writing begins, to understand why a teacher would want to develop an integrated curriculum. Just because The Common Curriculum (1995) supports the development of an integrated curriculum is not enough to convince a teacher to begin such a task. Using metaphors of taking an "adventurous journey" (Drake 6) with teachers will not motivate or sustain changed practice either. The Ontario Ministry of Education's Course Profiles and Unit Examplars from Secondary School Reform, are going to be used as is, with little regional modification, because teachers will not have the skills, time or resources to develop other integrated models. It is a "top-down" vision which will revert to past practice when a new curriculum document appears. It is clear that teachers are not being given enough time, training, or money to integrate programs well.

A Primary Hypothesis

Ontario teachers have been asked to integrate curriculum but they have not been given enough professional development or time to review, plan, develop and implement new curriculum guidelines. In Chapter One, this project will examine the rationale for

integrating curriculum as stated in various Ontario curriculum documents. Opposing viewpoints about integration, as they appear in The Common Curriculum(1995), For the Love of Learning (1994) and the 2nd draft of the Secondary Policy Document for Interdisciplinary Studies (1998) will be highlighted. To facilitate the reader's understanding, in Chapter Two, methods of integration will be defined. Concrete examples for each method will be proposed and potential problems identified. There will be a brief examination of integration movements in other provinces and how they have influenced Ontario curriculum writing. Delivery issues will be criticized. In Chapter Three, the implementation of a destreamed and integrated grade nine curriculum in an Ontario high school will be described and problems will be explained. This curriculum development was observed over six years. In Chapter Four, recommendations about implementing Secondary School Reform will be made using the experiences examined in this project. Finally, conclusions will be drawn and questions for further study will be asked.

CHAPTER ONE

ONTARIO CURRICULUM DOCUMENT RATIONALES FOR INTEGRATING STUDIES

The Common Curriculum and Integrated Learning

Teachers are being asked by the Ontario Ministry of Education to integrate studies, so it is valuable to look at the various rationales for integration as they appear in Ministry documents. One of the themes of this chapter is that there is a lack of argument in the documents to support teacher understanding of integrating studies and a conflict within the various documents themselves about the value of integration.

Rationale

The rationale for integrated learning is presented in The Common Curriculum(1995) states that learning is only relevant when it is connected to the contexts in which it will be applied (10). The abstract must be made concrete: theory must result in practice. Key to the philosophy of integrated learning is making the teacher help students "see connections and relationships among ideas, among people, and among things in the real world" (10). The student is to use knowledge and skills developed in one

discipline and apply them in other fields. Students are to become problem solvers applying their learning to real-life situations. Students' environments are constantly changing, so students must be able to transfer knowledge to new situations in order to function effectively. This rationale and philosophy is the premise for organizing The Common Curriculum into four broad program areas: Languages; Arts; Mathematics; Science, and Technology; and Personal and Social Studies: Self and Society (10). Students are to see connections in content, transfer and apply appropriate skills, and develop aesthetic values. This program organization is modified slightly in later Secondary School Reform documents (1998).

Learning Outcomes

Another key aspect of integrated studies is assessment and evaluation of learning outcomes[1]. Integrated programs must focus on the achievement of these learning outcomes. These outcomes are designed both to emphasize the relationships among subjects and to focus on the knowledge, skills and values particular to a specific subject (10-11). The Common Curriculum clearly supports the opportunity for students to have both integrated and subject-specific learning experiences (11). There is an assumption that a foundation of fundamental knowledge and skills in particular subjects is necessary before their application can take place. Knowledge becomes more useful and relevant when

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[1]A learning outcome is the knowledge, skill or value a student is expected to achieve.

students know when and how to use it. Not only are connections to be made within program areas as in Self and Society, but among program areas. For example, learning outcomes can be integrated between Languages and Self and Society. The connections must be important and natural. There should be no "force fits" in integrated curriculum (33). This is supported by Gordon F. Vars in Interdisciplinary Teaching: Why and How (11). If there is a forced fit, the connections are probably superficial and unimportant and fundamental literacy or numeracy skills may not be adequately stressed.

Another aspect of integrated learning is to synthesize the psycho-social experiences of the student with classroom learning (33). Students do not learn in a compartmentalized way. If a student picks up a comb, examines it and runs it through his/her hair, s/he naturally learns about the colour of the comb, its weight, and the friction of the comb running through his/her hair. Students need to see how the curriculum fits into their experience as human beings. They need to ask, "What is the meaning of the learning"?

Community

The Common Curriculum states that the resources of the community should be integrated into school learning too (33). Outside experts, facilities and sites should all be used to help students connect their education to the outside world. This supports Vars' suggestion that guest speakers and community involvement widens the resources students can use to learn (41).

Sequencing of Skills

Another key to successful integrated learning, according to the document, is using the expertise of teachers with a wide variety of knowledge and skills in various subject areas to write curriculum which sequentially and logically develops skills and provides sound opportunities to apply these learnings (34). This idea seems to be in tension with Vars' belief that skill sequencing in courses is quite arbitrarily taught so that it does not matter if teachers move lessons in the curriculum to fit district-wide testing (32). Certainly in the grade nine program analysed in this project, sequencing of skills was evident in teacher planning. Certain skill sets were written to cover material before the students wrote the Grade 9 Reading and Writing Review ordered by the Ontario Ministry of Education.

For the Love of Learning: Report of the Royal Commission on Learning:

A Conflict Within Ontario Ministry of Education Documents

Another document which spurred integrated learning in Ontario was For The Love of Learning Vol. 2 (1994). Again the rationale in favour of integrated studies was that most learning outside school is "integrated" (60). An interesting comment is made:

> [t]here is little research on curriculum integration, especially with regard to its potential for improving achievement or mastery . . .We cannot assume, in the absence of research, that curriculum integration will prove to be more effective as a way of presenting information to students than the more conventional delivery of discrete subjects. (vol. 2:60)

This clearly questions the validity of the rationale presented in The Common Curriculum. The Commission was impressed by student presenters who seemed engaged in schools which had much less fragmented curricula (60). The supposition was made that the more "life-like" (60) the learning, the greater the likelihood students would transfer the habit of learning to the rest of life. Vars, however, states that "the more student involvement, [is] consistent with the maturity of the student, the greater the learning" (47). The very fact that they took the interest and initiative to present to the commission suggests these student presenters were more involved in their learning processes and this made them engaged at school.

The Report goes on to say that students may find it interesting to learn about a topic and see how it relates and can be applied in discrete subject areas (60). This forces schools and teachers to organize courses in a reasonable framework. By working together, teachers can address "curriculum overload" (60) by eliminating overlap and logically threading skills and knowledge among program areas. Eliminating curriculum overlap will not occur without time and planning. Vars states that schools should work together to seize teachable moments like "Earth Day" and teach environmental issues in every class. This will be a dismal failure if it is just superimposed onto an existing curriculum.

An example of this is the Ontario government's "Take Your Kids to Work" initiative. Students are to accompany their parents to work and learn about different careers and the protocol and skills associated with working. The initiative came with a teacher's guide and video. However, teachers often received limited copies of the

resources after the school year had started and when the curriculum was already set in place. To then try and synthesize the initiative into a subject-specific area without any teacher training was difficult or nearly impossible, because other core learning would have to be eliminated. Ideally, the whole school should plan together the delivery of such an integrated program. Instead, many schools chose not to participate, or simply sent a letter home asking parents to arrange the whole day. Some children merely took the day off. There was little co-ordination with elementary schools. Some of them had done the program in grade seven or eight, so the high schools were repeating the same curriculum. Little pre-learning or post-learning occured when skills such as dressing for business, answering the telephone, writing memos and reports, conducting interviews were ignored. The opportunity for natural integrated learning was lost because a "top-down" curriculum was forced on the teachers with no planning time or inservice.

This is similar to the Ministry of Education delaying the release of the K-8 curriculum documents, providing little to no inservice yet expecting teachers to integrate studies and report on a new provinical report card which had numerous computer software problems. There are numerous horror stories of teachers having to work to midnight in their schools or going in on weekends because they were not allowed to load the software at home because of security issues. While Vars and Ministry documents are arguing that teachers should "seize the teachable moment", it is becoming increasingly difficult for them to do so. This pattern is being repeated with Secondary School Reform implementation.

Another concern of the Royal Commission is that parents do not really understand integration and want assurances that their children are learning mathematics, science , reading and writing (60). Vars acknowledges that a "problems-based" integrated approach is radically different. For it to work, teachers and administrators must be willing to do a lot of explaining (39). One difficulty in integrated learning is that students do not see learning as separated into "science" or "reading" or "writing" and, therefore, do not describe their learning in traditional terms to their parents who are familiar with traditional subjects and disciplines. In one high school, it was found that students did not always understand the concept of integration and often simply called the program either "English" or "History". Vars would see this labelling by the students as evidence of a fusion of curriculum--a desired end (21). However, teachers want students to be able to articulate their process of learning. It is vital, then, that educators demonstrate that integrated programs work and that student performance is enhanced by it (Vars 24). Parents want "core" covered. They want "rigour" and so parents need information about what knowledge and skills are covered in integrated programming. It is very tiring, time-consuming and difficult to support program initiatives without evidence of their effectiveness and if parents are unsupportive, confused or unconvinced, community pressures will force the curriculum to return to traditional forms (Hargreaves 9).

The Commission states that integrated learning may promote the synthesizing of different kinds of information when working on a problem. For example, students would be able to download materials from the Internet and "hyperstack" them in a presentation

about bias in the media including the use of exaggeration and the use of perjorative terms. This ability to transfer knowledge and understanding from one situation to another is critical to learning (60). Students, thus, learn from experience. There is a difference between "knowing" information and "understanding" information. When students know information, they simply store and recall it. When students understand knowledge, they can paraphrase it, manipulate it and apply it to new situations (Perkins 5).

The Royal Commission clearly would like to have seen integration supported throughout The Common Curriculum and beyond to the specialization years of grades ten to twelve (61). This desire is reflected in the second draft of the Secondary Policy Document for Interdisciplinary Studies (1998). They also recognized significant structural barriers to the implementation of integration (61). While they did not specifically state what these barriers are, it is clear that timetables which necessitate 110 hours of instruction for each subject fragment the curriculum and make subject areas distinct. If a student chooses an integrated curriculum, his or her equivalency credits must be timetabled so that the student takes the program with one teacher. Because the teacher is timetabled into a particular time block, he or she is unavailable to teach other courses in that time slot during the day which limits the school's staffing resources. For example, students might study English and History with one teacher in periods one and two. This would require the teacher to have a deep understanding of both subjects in order to integrate them effectively. This is possible in a large school, but in a small school, the issue becomes problematic. There are limited human resources. So inequities in staffing a

program become apparent, given that staff have to cover all the single course offerings so that students can complete their diploma requirements. This will be studied further in an examination of an integrated program in an Ontario high school later in this project. Other barriers include a lack of money and time for teachers to get together and plan integrated curricula.

Another barrier is that the Ministry of Education does not currently have integrated course codes which will register on a student's transcript. Boards are being forced to invent codes or hand-timetable students because computer software has not been adopted to support the initiative (Second draft of the Secondary Policy Document for Interdisciplinary Studies (1998), 3). Furthermore, if a student does not meet the learning outcomes of an integrated program, the situation becomes difficult because it opens a debate about how much of an "equivalency credit"[2] the student has missed. Does the student fail the whole program or only part of it? How much of one program must students fail to lose their year?

The Commission clearly supports the idea that skills must be taught logically and sequentially in specific disciplines. If skills or subject content cannot be taught together, they should be separated. There should be no forced fits. To insure this, "Standards" documents for Languages and Mathematics (1995) were published to ensure that while

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[2]In The Common Curriculum, in grade 9, students either pass or fail a whole year. They receive "equivalency credits" for the entire year's program. In grades 10 through OAC they earn credits for each course they successfully complete.

encouraging integrated learning, a comprehensive and sequential view of learning also occurred (61). These were revised because their language was vague. Teachers wanted concrete examples and specifics so The Ontario Curriculum Grades 1-8: Mathematics and The Ontario Curriculum Grades 1-8: Language were revised and released in 1997 .

A key concern for integrated learning stressed in For the Love of Learning and supported by the evidence of this project, is that an integrated curriculum requires considerable expertise and knowledge to plan and implement. Considerable time must be taken to design it so that it is not superficial and does not inadvertently omit crucial components in separate bodies of knowledge (61). Vars cites the Orange County Schools who state that it takes up to seven weeks to prepare one interdisciplinary unit (14). Imagine how long and difficult it is to design and implement an entire interdisciplinary course as seen in Secondary School Reform or in the grade nine integrated program studied in this project. Discussion about, agreement upon, and planning around key skills, concepts and attitudes at the school and district level are critically important in achieving effective integrated studies. While extremely valuable professional development may occur when teachers in a school work together to build an intelligently and thoroughly integrated curriculum, teachers need an abundance of good examples to follow. At present, there are few examples available. The Ministry of Education and Training, with the help of teachers and others with curriculum-writing expertise, were going to be asked to give examples of integrated curricula keyed to learning outcomes in The Common Curriculum (61). This did not occur. Instead, "Examplar" units are being developed for

the core areas of English (a narrative unit and a media studies unit), Science and Physical Education and Health Studies. If these go well, then others will be written. The criticism and argument here is that Interdisciplinary Studies writing is difficult, yet there is no example for teachers to follow. So, while The Common Curriculum argued for the importance of integrated studies, the Royal Commission questioned its appropriateness. This leaves teachers, parents and students wary of engaging in such programs.

Secondary School Reform: A Business View of Integration

The second draft of the Secondary Policy Document for Interdisciplinary Studies (1998) emphasizes that "constant changes in technology" and a reduced workforce, demand that students must be able to solve "complex problems" (1). Under the current Progressive Conservative government integrated curriculum is now about making better workers. This is philosophically different from wanting to graduate a "Renaissance" child who has an integrated understanding of the world and its issues.

Students can earn two to four credits in Interdisciplinary Studies (IDS) and "co-operative education components of IDS courses are strongly recommended" (1). Teachers are also to be encouraged by administrators to take "short-term placements in business, industry, or other community-based organizations" before teaching IDS. The argument is that teachers need to work in the "real world" and see how "real work" is done in business to pass this information on to their students.

Interdisciplinary Studies can be taught at any grade or level. Its focus is on concepts and skills (2). So, Steering Committees comprising "staff, parents, students and members of the local community" including "community partnerships" will develop the course. This creates problems because if teachers cannot find the time and expertise to develop these courses, who will be interested or skilled enough outside of the profession? Schools are already having trouble getting parents to sit on School Councils. It seems as though the current Progressive Conservative government wants to pass more authority over to people outside the field of education. They do not trust teachers to develop IDS.

While the courses are developed locally, they must be approved centrally by the Ministry of Education (3). This requirement inhibits program writing because there is too much paper work and time involved for teachers to volunteer (Lafleur 6).

Numerous times, the words "authentic" and "real-life" are used in the document (3). The connotations of these terms will be analysed later in this project when discussing a grade nine integrated program.

The document outlines seven possible integrated courses but nothing seems new. Tying History and English together for two credits has been done many times before (9). Connecting the Arts, English and History together for three credits is currently done at the OAC level in Modern Western Civilizations for one credit (10). The document seems to validate current practice, such as emphasizing work readiness, and encouraging more people to sit on a development team in order to gain community acceptance and understanding of the program.

CHAPTER TWO: A VARIETY OF INTEGRATION TECHNIQUES

Staffing Implications

To understand what integrated studies are, it is vital to have a clear understanding of the definitions of the various models or types of integration. These definitions will prove helpful for further discussion in this project. Ontario is facing a teacher shortage as a quarter of its teaching force retires in the near future. New teachers are inadequately prepared to teach integrated studies. As more competition occurs for teachers, they will be able to choose their jobs. They may not want to teach in a cross-curricular way. They can remain in one department (let us say Science) where "Examplars" are provided. They can feel comfortable with the material they have subject expertise in and will not have to engage in team-interdisciplinary planning when they are given no time or money to do so. As staffing problems surface in implementing integrated studies, different types of integration models must be used and adminstrators must be given the time to learn these models in order to recruit appropriate staff. This will become apparent in an examination of an integrated high school program later in this project.

Definitions

In "Ten Ways to Integrate Curriculum," Robin Fogarty states that educators can

help students discover connections in learning by integrating the curriculum (Fogarty 61). She presents four models of exploration: within single disciplines; across several disciplines; within learners themselves; and finally, across networks of learners (61).

Single Disciplines

Fogarty argues that the traditional method of organizing the curriculum into single disciplines is "fragmented" (61) because relationships between other disciplines are "only implicitly indicated" (61). In middle and secondary schools, students are forced to move from one classroom to another and this "cellular" organization leaves students with a disjointed impression of the curriculum. Students have separate time slots to study particular subjects. A high school student in an OAC (Ontario Academic Credit) graduating class asked: "Why do I need to study percentages? This is an English class". He was having difficulty calculating his term average yet could not see how thinking skills could be transferable across disciplines. The teacher could, then, predict that this student would have difficulty understanding and detecting the biased use of statistics in newspaper articles when studying the media later in the year. Fogarty argues that teaching in a single discipline is an isolated model, but teachers can prioritize the contents of their curriculum before integration occurs.

Single disciplines can also help to connect curricula by "providing a close-up of the details, subtleties, and interconnections within one discipline. . . while the disciplines remain separate, this model focuses on making explicit connections within each subject

area--connecting one topic, one skill, one concept to the next: connecting one day's work, or even one semester's ideas, to the next" (12). The teacher deliberately relates ideas rather than letting students, alone, make the connections. The argument that single disciplines are "fragmented" seems like a rather "generalized" statement. Many teachers automatically bring their subject disciplines to life by making logical, natural connections and allowing students to independently explore topics. The History teacher, for example, might have students researching individuals from the Enlightenment, including researching topics such as clothing, art, music, religion, politics, customs and viewpoints. The class might then have a "Salon" discussing a political question in character. Skills such as researching, referencing, precis and essay writing, role-playing, and public speaking are all taught and evaluated. Is this not integration? Can a teacher really teach a subject in isolation? It seems almost impossible.

Single disciplines can also layer lessons so that key ideas can be examined. In a social science class, students could examine economic, family and political systems. Students would use this method and develop the thinking skills to differentiate between cause and effect (Fogarty 62).

Across Several Disciplines: Parallel Content

When integrating curricula across several disciplines, Fogarty states that teachers can sequence material so that while topics "or units are taught separately, they are arranged and sequenced to provide a broad framework for related concepts" (62). This is

similar to integrating parallel content where "related content is taught in two or more subjects during the same period of time" (The Common Curriculum 34). This is an introductory form of integration.

For example, in the integrated grade nine program discussed in this project, one teacher might examine the Japanese Internment in Canada while another teacher, concurrently, might conduct a study of Takishima's A Child in a Prison Camp. This form of integration might be a good place for teachers to start to develop trust and collegiality. Little planning is needed since teachers operate separately in the sphere of their own classrooms. They simply meet and arrange a time to teach the material. Students, in this model, must form their own connections unless the teacher draws direct comparisons for the students.

Content Connections

In this form of integration, The Common Curriculum explains, "connections are made among similar subjects, most likely within the same program areas" (35). In grade nine integrated programs, students could study The Great Depression and teachers could plan, together, a four week integrated unit about the economic cycle, the causes of drought, and the basic inquiry process. Students could then visit an agricultural museum and apply their knowledge and skills to solve a problem presented on site.

Concept Connections

Another way to integrate several disciplines is to share concepts and organizing elements. In the webbed model, a theme is chosen and several disciplines integrate their subject matter (Fogarty 63). Vars recommends this planning method to help show curricular connections (29). Fogarty shows that concepts "are enlarged throughout all content with a metacurricular approach. This model threads thinking skills, social skills, study skills, graphic organizers, technology, and a multiple intelligences approach to learning throughout all disciplines" (63-64). An example of this would be that in a grade nine integrated program, all grade nine teachers would teach the skill of decision-making or basic inquiry in all of their courses. In this integrated model, "interdisciplinary topics are rearranged around overlapping concepts and emergent patterns and designs. Teachers make matches between commonalities in the curriculum" (64). This is the form of integration described in Secondary School Reform.

Concept Integration

In The Common Curriculum this technique of integration is described as follows: "a concept is explored using the processes and content of several program areas" (35). For example, in grade nine, students could examine the value of cultural diversity. In the Languages program area, students could examine the different regional works of literature of Canada. They could examine different genres and consider how different forms of literature influence audience response. They could experiment further by transferring a

poem to a movie script and discussing their observations about changes in audience response. They could also review film adaptations of novels.

Similarly, in the program area of The Arts, students could be asked to draw lines which represent anger, agitation, calmness, and humour. They could then examine the work of painters and explore how the diversity of techniques influences the interpretation of different works of art. Students could perform a musical piece loudly, then softly, or quickly, then slowly, and then discuss how different kinds of performance alter the mood of the piece. In drama, students could put two different characters they have developed into the same conflict, and role-play different ways in which each character would react to each new experience.

In Mathematics, Science and Technology, students could examine the diverse nature of various species. In Self and Society, students could examine differences in demographics, immigration and how these create a multicultural society. They could, then, apply to these areas the skill of creating different types of graphs for different purposes. Students could also examine the economic value of a diverse landscape in Canada by examining, for example, nickel production in Sudbury. Under the same program area, students could examine the nutritional benefits of a varied diet and practically apply this skill to their own lives by tracking their eating habits over the course of a week and attempting to eat more nutritionally by graphing improved behaviour. In this form of integration, time needs to be spent linking all of the various areas through teachers and students discussing when diversity is beneficial and when it is detrimental.

Across Networks of Learners: Immersed Model

When discussing integrating curriculum "within" and "across" learners, Fogarty says that in the immersed model, students filter all curriculum through their personal response. Anything which is related to the learners' field of study is integrated into his or her education. They constantly make connections between their subjects (65).

Cross-Curricular Connections

Students work collaboratively to structure, with the teacher, their own learning. Together, they determine "issues to explore, frame questions, undertake tasks, and apply relevant knowledge and skills from any and all program areas" (The Common Curriculum 36). This is similar to Vars "Open Core" concept of integrating curriculum. All decisions are made together between the teacher and the student. This requires more explanation and there are some real problems with this model (39). First, it is difficult to structure and sequence the curriculum. Another issue is that allowing students to collaboratively develop their learning results in a lot of individualized programming which is difficult, if not impossible, with the lack of training and time spent on program planning in schools. This issue appears many times in the frame of Independent Study Projects and modifying programs for "gifted" students. The accountability issue raised by Vars (42) is a very real one in Ontario today. While it might be wonderful to teach a child like Rousseau's Emile, today's Emile, born in Ontario, must write literacy and numeracy tests starting in grades three and six for Language and Mathematics. In grade ten the student must again write a

literacy test and pass it to earn his or her diploma. The scores are published by school and by board. No one (i.e. parents, teachers, administrators, and government officials) wants a low score, so the curriculum will be shaped to meet these political needs.

Students in this cross-curricular model, could work together to attempt to solve a relevant social problem in their community such as reclaiming a polluted stream. Students and teachers would need to work together to review, develop and implement such a curriculum project. In the networked model, learners take control of the integration of the curriculum. The learners locate and investigate necessary resources and reach out to other learners to continue their research (Fogarty 65).

Integration in Other Provinces

To gain a fuller understanding of the integrated studies movement in Ontario, it is prudent to look at Integrated Studies as they were developed in British Columbia and Saskatchewan. It seems apparent that trends out West moved eastward and influenced Ontario curriculum writing. A key topic in this section is whether influences which shape curriculum writing in one part of Canada are applicable or legitimate influences in another province. If these initiatives are not valued by the community, then perhaps the imposed changes will not last.

British Columbia: Year 2000: A Framework for Learning

British Columbia's Ministry of Education published the document Year 2000: A Framework for Learning (1990). It outlines four strands of related subjects similar to The Common Curriculum (1995). The development of the programs it proposes would take advantage of commonalities among subjects in the strands (16). The document supports the concept of integration by stating "the natural connections that exist between strands will be emphasized, to varying degrees, in different provincial programs". Subject specific disciplines become blurred. The first strand, "Humanities", includes English, Social Science, French as a Second Language, other languages and "Learning for Living". The second strand, "Sciences", includes Mathematics and Science. The third strand, "Fine Arts", includes Music, Art, Drama and Dance. The fourth strand, "Practical Arts", includes Physical Education, Technical Education, Business Education and Home Economics.

The document differentiates integration according to grade level. In the primary years, program strands and subjects should be integrated: "the separate identities of the traditional subjects will not be emphasized" (16). Furthermore, "Organizing learning activities across the strands and subjects will provide Primary Program teachers with maximum flexibility to help children develop the broad knowledge, skill and attitude base that they will require in later years of school and for life long learning (16).

In the Intermediate Program, strand structure is more explicit. Students will be introduced to studies in the four curriculum strands and in their component subjects.

Teachers may choose to organize learning activities across subjects and across strands in order to emphasize relationships among the different areas (16). This would be similar to Fogarty's "Content Connections" and Vars' "Fusion" methods.

In the Graduation Program, the strands can be used as general organizers for units. Subject commonalities in the four strands will be emphasized through the study of issues and themes (Vars 42). Students will work in general studies, which are interdisciplinary much as Ontario students in Secondary School Reform's Interdisciplinary Studies and address broad issues and themes (25) and a selected option.

Continuous learning is stressed and defined in Year 2000: A Framework for Learning. In other words, students cannot fail at this level. Thus enters the economics of retention. It is more advantageous for a government to pass children on than to "fail" them. If there are multiple exit points for students to leave the educational system, it becomes less expensive in the short term. In the long term, illiteracy affects poverty rates, and job placement. Could this be one of the purposes of the current Ontario Progressive Conservative government's reducing the five year program in high school to four years: to bring in a balanced budget in the short term at any cost?

In British Columbia's Primary and Intermediate Programs, "no learner will be required to repeat a year or part of a year" (17). Difficulties experienced by the student will be "remediated" through various learning "resources and teaching approaches" (17). A flaw in the document is that it does not state what these resources and teaching approaches will be and does not mention teacher training. This is one of the problems

experienced with the destreamed grade nine program in The Common Curriculum and the Applied, Academic, and Open Programs in Secondary School Reform. All students must meet the same standard and the assumption is that every teacher has a mastery of special education techniques for students with learning disabilities. This is a fault in Ontario's 1-8 curriculum documents too. Program modifications for special needs students have, in practice, been ignored in the documents. Special Education is very expensive.

A prime example of this is seen in the Secondary School Reform documents. Students who are currently in Basic Level Programs in the Intermediate Years may never be able pass the grade ten literacy test required by Secondary School Reform. There is no "Basic Level". Those students, however, continue to exist. What standard must they meet? How many times must they fail the test before they are simply "granted" their diploma? Will they just be exempted? What does this tell us about meeting a standard? Should not education be trying to develop and move students forward to improve their current skills? Educators who are currently teaching students in Basic Level Programmes have confronted the government about these issues and are scrambling to write programs for the province.

To address these issues, in the grade nine destreamed and integrated program reviewed in this project, students were informally assessed by term two, and those who were failing or having difficulty with the program were placed in an English Skills Development Program. This allowed a concentrated effort and program modification to occur for students having difficulty meeting the standard in a destreamed classroom. This

section was staffed with someone with special education qualifications. The irony is that Secondary School Reform documents address this need with an English Skills Development Program. It might be used to remediate students who fail the grade ten literacy test.

In the Intermediate Program described in Year 2000: A Framework for Learning, learners can choose the way they want to develop their knowledge, skills and attitudes. Their preferred method of learning "will be accomodated" (17). The document does not explain how a teacher, with thirty students, will individualize curriculum. These modifications require training and time for teachers to prepare and master.

In the Graduation Program in British Columbia, students may be able to fail but students will only repeat units they did not complete satisfactorily, not the entire course. How do schools staff a section to allow students to drop in and repeat various units of different lengths. How does the teacher prepare such varied materials? How do teachers of an integrated program, structure their time and units to allow students to parachute into courses for a brief amount of time and repeat units? Will students not be taking other courses at the same time which would prevent them from repeating units they failed in another course? How do schools and unions negotiate staffing such a radical shift in the structure of a school? The focus of the program is on the "achievement of outcomes" rather than the specific number of hours of instruction for organizing and managing learning activities (25).

Why is it then impossible for a student to repeat in the Primary and Intermediate

Integrated Programs when they do not meet the learning outcomes? Psycho-social factors seem to be dominating the concept of not allowing a child to "fail" in the Primary and Intermediate Divisions. Many educators feel there is little improvement in student achievement when a child is "retained" or "held back". Yet, is this not the division in which the most valuable intervention and correction through remediation could occur? Is it not more damaging for students to fail in high school because they are funtionally illiterate? If students cannot read well in high school they cannot understand the History, Science, or English texts. They lose their year, they are labelled by their peers as "dumb" at a time in adolescence when "peers" mean everything to them. They only have four years of school left to prepare for a career, college ,or university. It is too late to start "holding them back" or failing them at this point. They are already behind. With all we know about language acquisition, the intervention should happen earlier, before students enter puberty, perhaps as early as grade two. This would give students another ten years to use the remediation skills they have learned to master basic literacy tools.

The transition of grade eight students to the Graduation Program is described in Year 2000: A Framework for Learning. They can begin work on parts of the Graduation Program while in the Intermediate Program (25). How will teachers in grade eight, concurrently teach grade nine materials? How will these be reported? What time and money will be allocated for teachers to plan consistent programs with their feeder schools, so students can receive the same curriculum no matter where they move? This continues to be a problem in The Ontario Curriculum Grades 9 and 10: English (1999) for

Secondary School Reform. While skills and "knowledge" are defined, there is a lot of room for interpretation so students could repeat content year after year as they move around a county. The document offers no solution to teachers.

Streaming students according to academic ability is criticized in Year 2000: A Framework for Learning, because it "disables" them from re-entering the mainstream and it terminates academic studies "Streaming is inconsistent with the concept of a learner-focused program" (17). The New Democratic Party, when in power, created destreaming in grade nine as seen in The Common Curriculum. The Progressive Conservative government moved to a form of streaming in Secondary School Reform. There is, obviously a philosophical and economic basis to these decisions as will be explained later in background to these documents. In September 1999 in Ontario, Grade nine students will choose either Academic, Applied, or Open courses. The problem is that the Ministry of Education is having difficulty differentiating these streams and has just released the Academic and Applied guidelines for Core courses. There seem to be few differences. Teachers cannot effectively implement and plan programs when given such little preparation. This reform is doomed to failure because teachers will revert to past practice when outside influences inhibit significant change.

Curricular Integration: An Outline for Discussion

In 1992, British Columbia's Ministry of Education published Curricular Integration: An Outline for Discussion. The document was spurred by A Legacy for

Learners: Report of the Commission of Education (1988) and, ultimately, its proponents have influenced Ontario curricula. In that document, subject integration, or schooling as part of "real-life" education and interdisciplinary approaches were discussed (Preface). Year 2000: A Framework for Learning had influenced "curriculum overload" problems. It created commonalities and relationships among the subject areas and made them more recognizable. Jack Miller helped write this document. He now works at OISE. He has worked and written with Susan Drake who prepared the research paper for Ontario's Interdisciplinary Studies Secondary School Curriculum which influenced the policy document for Interdisciplinary Studies. Robin Fogarty ran workshops about integration for the team members of Curricular Integration: An Outline for Discussion.

The key questions asked by the document are all posed in a learner context. They do not address the difficulties of a teacher setting up such an integrated program (5-6). A rationale for curricular integration is given on page seven by listing quotations by various writers:

> The world does not completely organize itself according to the disciplines or the traditional school subjects. (R. Case 1991)

> Seeing the connectedness of things is the goal of common learning. (E. L. Boyer 1982)

> Advocates of integrative education contend that integrative programs address three important issues in schools today. The first issue relates to the fragmentation and overcrowding of existing curricula. The second issue surrounds the understanding and application within school setting of research studies on the human brain and the process of learning. The third issue relates to the educational reform movement and particularly to the

> role of educators in preparing citizens for life in the twenty-first century. (B. J. E. Shoemaker 1989)
>
> There is a need to actively show students how different subject areas influence their lives, and it is critical that students see the strength of each discipline perspective in a connected way. (H. H. Jacobs 1989)

The document defines types of integration including personal integration and curricular integration (8). Nothing is stated about "teacher integration". How are teachers to see the usefulness of integrated studies if they are given little time to understand it? The document only asks what the process of instructional planning is that "educators engage in (with input from their students) to facilitate learning and, most especially, personal integration" (8). It describes this process as a "carefully conceived curricular integration [which] seeks to make instruction conform as closely as possible to the natural processes of thought and learning, and to assist learners to make sense of experience" (8). Teachers need to make sense of their experiences too and, therefore, the document should include a model of teacher development and teacher integration. The document explains teacher functions but does not describe teacher training or timetabling (9).

Saskatchewan:Project Real World

One of the reasons for justifying integrated studies is that they give students "real world" experiences. They will learn as they do in the "real world". One year after British Columbia published its document, Saskatchewan published Project Real World (1991).

This document, much like Secondary School Reform's IDS, states that business and work-related skills can be integrated into the existing curriculum and used to enrich specific courses. This develops the philosophy that schools are to graduate students fit for the work force. The current Progressive Conservative government has a similar idea. Ontario has augmented this with statements such as:

> The Ontario Secondary School Program is designed to equip students with the knowledge and skills they need to lead satisfying and productive lives in the twenty-first century. The program will prepare students for further education and work, and will help them to become independent, productive, and responsible members of society. (Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements 1999) 6

Susan Drake also uses the changing nature of society with its increased technology, global economy, and decentralization of decision-making as the reasons why teachers, who are now in charge of curriculum development, must "integrate the traditional subject areas because it [makes] sense to those educators at the grassroots level" (Drake 2).

In Saskatchewan, old curricula would be phased out over five years and new curriculum documents would be written with suggestions for integrating skills. This document argues that there are curricular links between: Business Education; Career Education; Economics; Guidance; Home Economics; Law; Mathematics; and Social Studies (7). The document lists curriculum guides such as Business Education: A Curriculum Guide for Division IV: Guide II (1971) and it shows how Project Real World "Modules" or integrated units fit into current documents. For example, in Merchandizing

26, Unit II, called "Employee Relations", the focus is "getting the right job and giving a day's work for a day's pay" This is paired with Project Real World's modules about "Career Planning" and "Getting a Job". These old business documents would eventually be re-written and it seems rather odd to be integrating current skills into old documents when they will, most likely, have to be revised in the near future. Also, it seems clear that the term "real" is defined with an economic application.

Another argument is that students try to reason that in the 'real world' they do not use math or reading in isolation; rather, they combine them with "other ways of knowing to accomplish our purposes" (Shanahan, Robinson, Schneider 718). What are "other ways of knowing"? This needs definition. The philosophy behind this statement suggests that school is not the "real world" and that "learning" or learning how to think and communicate effectively are not real. What are they then? Is learning, then, not a continuous and life-long process?

So, Ontario is not alone in its revision of curriculum documents and seems to have been influenced by developments in other provinces. The dissemination of materials to Ontario teachers has been delayed and poorly delivered. Boards have been forced to interpret documents and provide their own inservice. Lack of training in a top-down model will encourage teachers to use what they have already developed and prevent significant change.

CHAPTER THREE: AN EXAMINATION OF AN INTEGRATED PROGRAM IN AN ONTARIO HIGH SCHOOL

The "Canadian Perspectives" Story

To facilitate a practical understanding of the issues outlined above, an examination of an integrated program in an Ontario High School will be reviewed in this project. In 1993, the Halton Board of Education called for proposals for funding pilot projects in the Transition Years. Concurrently, Jacki Oxley, Vice-Principal of Lord Elgin High School, Burlington, Ontario presented to staff her involvement in integrated curriculum as a consultant for the board and so a proposal was submitted for "Canadian Perspectives", a destreamed grade nine program which integrated the learning outcomes listed in The Common Curriculum for the traditional subject disciplines of English, History, Geography, Business Studies, Keyboarding, and Arts Appreciation.

Before this funding was received, teachers of grade nine had experienced a movement into a destreamed timetable as part of the Ministry of Education's mandate under the New Democratic Party's government. Many hours after school were spent by teachers labouring over the design of the timetable, and so it was decided that teachers of grade nine would teach single subjects in a day-one, day-two rotation. There was an attempt, by the English and Social Science Heads, to try to "parallel integrate" content from existing curricula. This was unsuccessful because there was no planning time or

sufficient commitment made to the idea. A chart indicates the timetable.

GRADE NINE PROGRAM AND TIMETABLE

YEAR ONE: 1993-1994

Characteristics:

Desemestered

Day 1/Day 2 Timetable Rotation

Single subjects and a desire

to integrate in a parallel way

Period	Day 1	Day 2
1	English 1W1[3]	History 1W1
2	Math 1W1, Technology 1W1,	Science 1W1
4	Arts[4] or Family Studies 1W1	French 1W1
5	Physical Education 1W1	Keyboarding 1W1

Many issues were raised including the value of year-long programs. One problem was that in a semestered system, eighteen months could pass between English courses. There was

[3]1W1 indicates a grade nine, destreamed program with students of all abilities.

[4]Students could select either Drama, Fine Art, or Music.

a concern about continuous skill development. Staff wanted to give students options by introducing them to all of the possible discipline areas in the school. Also, declining enrollment influenced decision-making. There was a sense that if students tried a course and liked it, the enrollment in that course would increase in following years. This held true for Physical Education, Computers, Drama and Technology. Mandated areas like English, French, History, Science and Mathematics did not see any growth. Family Studies suffered a decreased enrollment but this was a board-wide phenomena perhaps caused by a movement of students, particularly women, into the workforce and an awareness that computer skills and courses in Mathematics and Science lead to well-paying jobs.

Staff felt they were excluded from decision making in the above model, and the schedule and curriculum were changed the following year. With the draft of The Common Curriculum there was a removal of specific time allotments attached to teaching subjects (Drake 4), so teachers looked at ways to deliver an already full program in an efficient way. This was one motivation for examining integrated learning. Another motivation for integrating the curriculum was the challenge to eliminate streaming. Basic, general, and advanced programs were to become one grade nine destreamed curriculum (Drake 4).

The above schedule was also difficult to support because of its structure. The rest of the school's population did not rotate from day one to day two and grade nine students and teachers were confused by the dual system. The grade nine program was desemestered while the rest of the school was semestered so reporting timelines and Parents' Nights became cumbersome to administer. Teachers found themselves writing

twice as many report cards and attending twice as many information sessions and Parents' Nights. Little planning time was given to teachers to integrate curriculum or receive professional development about delivering instruction in this new model. Contrary to the intent, this model increased the number of teachers pupils saw in one day, reduced the effectiveness of teachers to track homework because they saw students every other day, and made the transition to high school more difficult because students had to adjust from a grade eight schedule, to a grade nine schedule, and then finally to a consistent grade ten to OAC schedule.

Once the proposal for a Transition Years Project was sent and a fund of $3,000.00 was received, a group of teachers and department heads got together with a board consultant to begin the planning for integration. We tried to involve teachers who were qualified in the two core areas of integration: English and History. We also included a librarian, an arts specialist, a business head, and a geography specialist. There were a number of motivations behind the project. One was a desire to meet the objectives of The Common Curriculum. Another goal was to obtain funding to give teachers time to cope with change so that lasting and improved change would occur. There was also a clear recognition that teachers were overworked and resistant to adding more work to their schedules. A key objective was to make learning meaningful for students by showing them the interconnectedness of their learning. In support, Drake cites Caine and Caine (1991), "[r]ecent brain research indicates that the brain searches for patterns and interconnections as its way of making meaning" (3). If the brain learns through seeing

patterns, it makes sense to teach an integrated curriculum which encourages students to see connections between ideas.

At this point there were some preliminary staffing changes because two of the department heads got jobs in another school. It took time to update people new to the project. Staff were chosen from each of the integrated subject disciplines who seemed to show diligence or flexibility. Certainly the department heads, at first, were present to give moral support and subject expertise. They wanted to make sure the content in their areas would get covered sufficiently and would not be treated in a superficial way.

First, people outlined what skills and content were necessary to deliver a good program. This is where most people discussed their educational philosophies and again, two views emerged. Many felt that the program needed to be content driven while others stated that the content did not matter but that skill development was the most important factor in the program. It took a lot of compromise to come to a point of agreement. The group members were given a number of full day and half-day planning sessions to achieve this. The next step was to outline the units of study and what "content and skills" each unit would use. The course was divided into five units: Identity; Challenge; Diversity; Change and Interdependence. Teachers then chose which unit they would like to write over the summer on their own time. The teachers showed a willingness to contribute their own time to the project and this was key to its success.

During the summer, another department head took a leave of absence and turned over her writing to the board consultant. One of the teachers, who had written a

preliminary unit, moved to another school. People were motivated to move for a promotion, or they needed a change of school, or they found writing integrated curriculum too difficult. People left the project for a variety of personal and professional reasons. There was concern that the leadership of the group was disappearing and this led to difficulties. The people who left were replaced by other teachers and the writing continued. The group met again in August for a number of days to offer suggestions for improving the writing. One teacher was asked to make a significant re-write.

In September 1994-1995, Year 2 of the integration plan, the timetable changed to address some of the concerns of teachers, students and parents. It looked as follows:

GRADE 9 PROGRAM AND TIMETABLE

YEAR 2: 1994-1995

Characteristics:

Desemestered and semestered

Single subjects, an integrated program, and a rotational program

Period	Semester One	Semester Two
1	CANADIAN PERSPECTIVES (ENG/HCT/BKI 1W1)[5]	

[5]Canadian Perspectives included learning outcomes from grade nine English (ENG 1W1), grade nine History (HCT 1W1) and grade nine Business Studies (BKI 1W1).

2	MAT 1W1[6]	TIS1W1	SNC 1W1
4	HEALTHY ACTIVE LIVING (PHM/F, DIC, NFG, NGD 1W1)[7]5		
	ARTS[8]		FSF 1W1[9]

The school lacked computer resources and this created a problem for integrated studies. This timetable had some advantages because scheduling all students into one time period allowed for classes to share the computer lab while one designated teacher taught only keyboarding. It also allowed for whole-group teaching, joint field trips, and team-teaching. Teachers were given one period per week to prepare or write materials for the group. This planning time compensated teachers, somewhat, for the writing they did over the summer. Sometimes teachers were only a day ahead of students in lesson preparation and this proved very stressful for some teachers. Yet release time allowed teachers to assemble lessons for other members of the group. Teachers continued to meet weekly for one to two hours to plan, write, discuss and review curriculum and related issues. When contentious issues arose, it became clear to all the department heads, that the group lacked

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[6]Grade nine students were to rotate through units of study which tied grade nine Mathematics (MAT 1W1), grade nine Technology (TIS 1W1) and grade nine Science (SNC 1W1) together. There were numerous difficulties with this rotation because teachers did not receive time or money to integrate the materials. There were many discussions about the amount of time each subject would "get". Within one year it reverted to single subjects.

[7]Healthy Active Living includes grade nine girl's and boy's Physical Education (PHM/F 1W1), Keyboarding (DIC 1W1), Foods (NFG 1W1) and Sewing (NGD 1W1). Because of the "forced integration fits" this program went through numerous design changes.

[8]Arts include grade nine visual arts, drama or music.

[9]Grade nine French (FSF 1W1).

a single leader to whom teachers could speak confidentially about their problems with integrating the curriculum and receive guidance and help. The group had developed enough trust that one department head was made the leader and conflict and stress lessened. Conflict was managed more efficiently, and people felt comfortable expressing their disagreements with one another as the "team" worked closely together. The leader represented the desire of the whole group in Transition Steering Meetings rather than a strictly a personal view.

During this time period, many teachers felt concerned about the rapidity of the change. Besides integrating learning, teachers were asked to move to outcomes-based reporting to follow the intent of The Common Curriculum and its discussion of integration. Marks, either in letter grade or percentage form, were abolished. This was a key philosophical problem for many teachers because they had to learn how to use a four or six point assessment scale and subsequently had to change their evaluation books to track student improvement. A sample of the assessment tools is included in Appendix C. During the weekly meetings, the consultant spent time informing teachers about this form of assessment and evaluation. Again, a key factor in the integration was the time and professional instruction given by the consultant. The board felt the project was significant enough to spend money providing this facilitator.

Another problem with year two of integration was resources. Because all students were registered in the program at the same time, there were not enough books for each student. Department heads were reluctant to purchase texts because they did not feel they

"owned the course". They also did not want to spend a lot of money if the program would fail after one year. They could not justify spending thousands of dollars on a risky venture when their budgets were tight. There was serious debate about who would cover photocopying costs. The team leader arranged for half the teaching staff of the course to be funded under History and half under English. Another arrangement was made to get extra funds for the texts from the principal. Finances influenced the transition of moving to an integrated program. This frustrated teachers and so the balkanization of departments inhibited flexiblily and colleagiality. Susan Drake quotes J. Beane when she says there seems to be a modern philosophy that the categorization of separate disciplines is wrong "Disciplines were artificially created by humans to organize their world, and were often defined by political needs" (Drake 2). As a critic, Perkins also stands against the isolation of subject disciplines. He sees them as "artificial partitions with historical roots of limited contemporary significance" (Perkins 7). He does not explain why the partitions are "artificial" or what historical forces created disciplines. Further, he does not explain why these "partitions", which were once valuable, are now of no significance. He concludes that such education "shortchanges insight into subject matter, which takes knowing a lot as a substitute for understanding" (Perkins 7). While he has defined the difference between knowing and understanding there is still a strong correlation between recall and higher level thinking skills which cannot be overlooked.

In practical terms, the teachers of "Canadian Perspectives" needed textbooks to assign homework and all the teachers needed the same audio-visual materials at the same

time because all the classes were scheduled in the same period. It took considerable effort to co-ordinate the sharing of materials and teachers were unprepared for this problem.

One way to share limited resources was to pilot materials for companies. A consultant was able to get significant discounts from publishers for trying their texts in the program. One text was a core text in Canadian literature written for grade nine students, another resource was an atlas with a comprehensive teacher's guide and data graphs, and finally there was Queen's University's, "The Heritage Project": Images of Canada. Teachers would try the materials and feed back data to the publishers while getting free copies of the items. Publishers, however, frequently frustrated teachers by promising finished copies of texts and never delivering them.

This opportunity to pilot texts is obviously not readily available to every teacher attempting integration but it shows that currently in education outside resources and business partnerships can be used to make projects successful. This opens up the debate about why teachers are not being provided with the resources they need to do a good job. What is the philosophy which stresses using the classroom to test new materials for businesses? When Secondary School Reform books had to be purchased, only texts on a Ministry Approved buying list could be selected with the funds granted by the government. Publishers had worked closely with the government's writing teams to provide materials which would fit the new course outlines. This obviously pumped up publishers' sales for September, 1999. Publishers had access to the writing teams' progress before teachers did. Business took precedence over instructors' needs.

Students who did not pass the grade nine integrated course were allowed to take a summer school program which was supposed to cover the missed learning outcomes indicated on a report by their teachers. This, however, was difficult because the summer school teacher had to upgrade all the elements of an integrated program while, at the same time, teaching students who were upgrading single discipline courses from other schools around the county. Once again, teachers were inadequately prepared for the challenge of the course.

The Vice-Principal also taught a skills upgrading course for students who had either failed summer school or had not taken it in semester one. This enabled students to move into a grade ten program in semester two. This obviously cost the board in personnel resources because of the salary differences between a Vice-Principal and a teacher. This resource would also not be available to all schools. Students were then streamed into either a grade ten general or an advanced program.

In the third year of integration implementation, students continued to experience a semestered and desemestered timetable with some single subjects and some integrated learning. The timetable follows:

GRADE 9 PROGRAM AND TIMETABLE

YEAR 3: 1995-1996

Characteristics:

Desemestered and semestered

Single subjects, an integrated program, and rotational program

Period	Semester One	Semester Two
1	CANADIAN PERSPECTIVES (ENG/HCT 1W1) (also offered period 2)	
2	MAT 1W1	SNC 1W1
4	HEALTHY ACTIVE LIVING & PACE (PHM/F)	FSF 1W1
5	ARTS	DIC/NFG/TIS 1W1

Note:

1. PACE refers to Personal and Career Education (Health and Guidance curriculum)
2. Information Technology (DIC) has 50%, TIS has 25% and Applied Nutrition has 25% of this time block.

In the second year of teaching an integrated curriculum, the team of teachers felt that they no longer needed weekly meetings. They arranged to meet when an issue arose. Teachers felt comfortable with the curriculum and did not feel as much stress.

Once integrated curriculum was in the implementation stage of the second year in "Canadian Perspectives", perceived teacher stress seemed to fade. This perception differs

from Susan Drake's opinion. She states that, "the impossible nightmares faded and were replaced by much more positive interpretations once a writing team actually began to implement integrated curriculum. The team could then go on to plan the next units with some degree of ease, and everyone could begin to talk about how rewarding the experience had been" (Drake 1). The key difference here is that "Canadian Perspectives" was a year long course of thirty-six weeks and Drake is describing a unit of four to six weeks. There was no breathing room for teachers until the second year of teaching the integrated program or Year Three of Transition, 1995-1996.

The keyboarding component was removed because the teacher felt she did not have sufficient time to teach keyboarding skills well. This indicates that teachers were being asked to teach in fundamentally different ways which did not necessarily give students enough time to develop a thorough understanding of individual disciplines. Other high schools were having difficulty with scheduling keyboarding because it was being phased in with the Almena methodology in many primary and junior schools. The results were patchy. Some students could type well, others could not when they left grade eight. Keyboarding was moved into the DIC (Information Technology) time block in our school. Two weeks would be devoted to it. The "Canadian Perspectives" course was taught in periods two and four to help alleviate some timetabling difficulties including staffing in a small school and sharing of resources.

Teachers of "Canadian Perspectives" received an ACE (Halton Board of Education Award for Creativity in Education), a plaque, money, and recognition. This type of

reward recognized their hard work and risk-taking in writing and teaching integrated learning. However, this recognition was negated when the board temporarily terminated four of the five award recipients' contracts in cost-cutting measures in response to the Progressive Conservative government's slashing of education budgets. Once again, expertise and morale were jeopardized by outside economic and political influences.

During this year, there was a concern that history would not be offered in summer school and so students, missing key skills, would be unable to pick up their equivalency credits. To prevent failures, students who showed low reading scores, poor performance, and disruptive behaviours, were moved out of their original heterogeneous groupings into an English Skills Development Program. This program focussed on improving their basic literacy. Some students had reading comprehension levels as low as grade four. Before success could be achieved in a destreamed class, reading difficulties had to be addressed. This raised a key concern. Were students learning the reading skills they needed in kindergarten to grade eight, or were integrated studies in elementary and junior programs de-emphasizing literacy? How could students, who could not read well, possibly function in an integrated studies program? If only a small percentage of students are academically brilliant, perhaps the other students need sequential reading and thinking skill development and remediation in a single discipline-focused course. Students, however, continued with a modified curriculum based on the same units of study. This helped reduce the number of students sent to summer school because they were successful in their modified programs.

In year four of the integration project, teachers of "Canadian Perspectives" realized

that they had little or no access to computer laboratories now that keyboarding had been removed from their course. The school had a limited number of old Icon machines which were booked for classes. Little time was available for cross-curricular use. Little support was given to teachers who wanted to take their students into the laboratory because the computer teacher was teaching his class during this time. Scheduling was creating more problems. At a Transition Steering Committee, members argued that rather than taking on guidance curriculum, they should teach computer skills in all areas. It was agreed that a staff member would be scheduled to help train teachers to use the computer laboratory for word processing. Students would be in the computer laboratory one day per week and their "Canadian Perspectives" teachers would be present to help with the process while engaging in professional development with the computer teacher. The timetable follows:

GRADE 9 PROGRAM AND TIMETABLE

YEAR 4: 1996-1997

Characteristics:

Desemestered and semestered

Single subjects, an integrated program, and rotational program

Period	Semester One	Semester Two
1	CANADIAN PERSPECTIVES (ENG/HCT 1W1) (also offered period 2)	
2	MAT 1W1	SNC 1W1
	(BOTH ARE ALSO OFFERED PERIOD ONE)	

4	HEALTHY ACTIVE LIVING & GUIDANCE (PHM/F)	FSF 1W1
5	ARTS	DIC/NFG/TIS 1W1

Note:

Information Technology (DIC) has 50%, TIS has 25% and Applied Nutrition has 25% of this time block.

There was a strong desire to talk with the feeder school teachers about students graduating from grade eight who had literacy and numeracy problems. The plan was to go into each intermediate school and test the grade eights before their entry into high school. This was not completed because termination notices were sent from the board during provinical funding cuts and board budgets. Teachers were unwilling to meet.

Students were supposed to have been tested at the beginning of grade nine. This did not occur either for the same reasons. However, students were chosen for the English Skills Development Program based on teacher recommendation and reviewing the students' Ontario Student Records. They were supposed to be scheduled with senior students acting as reading tutors but this did not happen because the person trained in the program was on sick leave. Once again, teachers were unprepared to implement rapid change and stress was taking its toll on staff. This modified version of the program had a fewer number of students. It was taught in a chronological and thematic way. More emphasis was placed on reading and writing. Reading materials were changed to meet student reading levels. The goal was to help weak students improve their basic skills and

see how these abilities would help them in their daily lives. This was also a goal of integration.

The focus moved from integration to literacy and raised some key questions. Supporters of integrated studies state that students have difficulties seeing value in their lessons because ideas are disjointed. There is no interconnectedness.[10] Perhaps the real issue is reading fluency and comprehension. This was a much clearer issue for students who were academically unsuccessful. One criticism of teachers is that students are not learning basic skills from them. Another criticism is that the skills students need now will change by the next century (Drake 2).

Bright students did well in the integrated grade nine program because they had a basic mastery of literacy skills before they had to make connections. Drake states that "many students today move from science to history to math classes and are taught in a fragmented, disconnected way that has little resemblance to real life" (2). As students begin to problem-solve dilemmas which "transcend" disciplines, higher-level thinking skills become a necessity (Drake 3). So, arguably, students who have a mastery of lower-level thinking skills such as recall will be able to synthesize and evaluate, but those who do not will have difficulties.

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[10]See Appendix B for an article I wrote about teaching poetry to students in a Basic Level Program in an integrated way.

GRADE NINE PROGRAM AND TIMETABLE

YEAR FIVE: 1997-1998

GRADE 9 PROGRAM AND TIMETABLE

Characteristics:

Desemestered and semestered

Single subjects and rotational program

Semester One	Semester Two
ENGLISH	HISTORY
MAT 1W1	SCIENCE
HEALTHY ACTIVE LIVING & GUIDANCE (PHM/F)	FSF 1W1
ARTS	DIC/NFG/TIS 1W1

Note:

Information Technology (DIC) has 50%, TIS has 25% and Applied Nutrition has 25% of this time block. The school decided to offer every course in any period so that grade 9 programs would not adversely affect staffing other grades.

As the school reduced in size, the teachers trained in "Canadian Perspectives" who had less seniority were transferred or laid off. More senior staff, who were untrained in teaching integrated studies, had to then pick up sections of the integrated program to achieve their full teaching load. Some were philosophically opposed to the program or

were afraid of it much as the trained teachers were in year two of implementation. These teachers were not, necessarily, curriculum experts in both English and History, the original criterion for staffing the program. There were concerns that aspects of the program would not be taught thoroughly and these concerns appeared well-founded as the year progressed. Some senior teachers were, predictably, resistant to learning how to teach integrated studies. Some refused to teach the program on philosophical grounds. Others had pre-conceived concerns about extra workload. They felt demands were too great and that integrated teaching involved too much preparation.

Another problem occurred when staff left part way through the school year. Three of the team members left the course. Two left part way through the year. Of the three who left, one took a leave and another left because of stress and requested a two-thirds timetable. This teacher cited insecurity in teaching out of subject expertise and workload stress as determining factors. The department head tried to find replacements but was constricted by having to staff the program with existing teachers who had no integration experience and did not hold dual qualifications in English and History. Another team member went to a two-thirds timetable only to pick up the course in term two from a supply contract teacher with only a History specialist qualification. These kinds of staffing problems prevented team-building and course planning.

There was a concern that the school was staffing to save people's jobs. This was not the intention. Administration wanted the best qualified teachers to teach the course. Some possible solutions were offered by the department head:

1) Semestering the course would allow staff members to teach two sections in each semester. This would reduce the number of staffing conflicts and allow grade ten students to repeat the course yet continue with their other studies. Semestering would allow students to finish the course in half a year. Teacher A could instruct "Canadian Perspectives" English components in periods one and two and Teacher B could teach the History components in periods one and two.

2) By offering various methods of integration, including parallel integration, one teacher could teach the English component in one section while working with a History teacher who would teach the History component. The course would be arranged in a chronological-thematic way. Teachers who were experts in one area, could work with colleagues who were experts in another discipline to co-ordinate materials. Students who had failed History in another board and needed to pick up their prerequisite, could pick up one section of History in their timetables in a semestered system without repeating a completely integrated course. Untrained teachers would have more flexibility within the confines of their own classrooms to deliver lessons with which they were familiar.

3) Teachers who were experts in both areas could continue to make content and concept connections through a fully integrated model. They would teach two sections in one semester. For example, they would teach "Canadian Perspectives" in periods one and two to the same group of students.

4) Students with literacy problems could continue to take an English Skills Development Program which would run all year long taught by a specialist in both the areas of English

and History.

These resolutions would help with staffing, by letting trained and untrained teachers work in different ways at the same time. Resources would be freed up since only half of the grade nine students would be taking the course in one semester.

A final problem arose when the department head went on leave. It was assumed that the new staff member would teach an integrated program in semester one and two. The department head went over the materials with the new staff member in the summer. The last two trained team members of the integrated program had left the school because they had been declared surplus. Another trained team member had moved into a regional program. No one was left to mentor the newly hired staff member. Administration changed the newly hired teacher's timetable so that a senior teacher, who would have been declared surplus because he did not have English qualifications, could teach the History component of the program, and the new teacher could teach only the English component of the program. The idea was to have parallel integration. As in year one, this did not occur and old textbooks were reintroduced.

GRADE 9 PROGRAM AND TIMETABLE

YEAR 6: 1998-1999

Characteristics:

Desemestered and semestered

Single subjects and rotational program

Semester One	Semester Two
ENGLISH	HISTORY
MAT 1W1	SNC 1W1
HEALTHY ACTIVE LIVING & GUIDANCE (PHM/F)	FSF 1W1
ARTS	DIC/NFG/TIS 1W1

Note:

Information Technology (DIC) has 50%, TIS has 25% and Applied Nutrition has 25% of this time block. Courses can be offered in any time block. In a small school, the grade nine program was dictating too heavily how the rest of the school was staffed.

The department head returned from leave and worked with a senior English teacher and two new staff members with low seniority to teach a destreamed "dis-integrated" English program using materials purchased for the fully integrated program. Many of the assignments, skill-development lessons, and assessment and evaluation tools had to be revised because they no longer made sense without the supporting content from the other integrated areas. The outcomes-based report cards disappeared into anecdotal

reports and computerized marks and report cards.

Secondary School Reform

Year One: 1999-2000

With the implementation of Secondary School Reform, students choose to be part of an Academic or Applied grade nine English program. The Course Profiles outline five units of study: narrative; drama; media studies; poetry and non-fiction. The course profiles arrived in May, 1999 and the government provided three early closure dates for teachers to work together to plan the year.

So "Canadian Perspectives" moved from a locally developed integrated and thematic program to a provincially mandated "genre-based" program. A thematic organization of instruction around topics rather than by subject disciplines, however, is a common format for integrated curricula. It is, arguably, better. As indicated in "Avoiding Some of the Pitfalls of Thematic Units", teachers use thematic units because they feel that "student knowlege tends to be profoundly superficial" (Shanahan, Robinson, Schneider 718 quoting Gardner, in press; Perkins, in press; Perkins and Simmons 1988). While American students in national assessments seem able to clearly state an opinion, they are unable to support it with evidence. "[C]omplex works seem to baffle them" (Shanahan, Robinson, Schneider 718). Students are aware of content but do not understand it well enough to make meaningful connections with or see the relationship among ideas (Shanahan, Robinson, Schneider 718). Thematically based courses help structure these connections. However, students may not pursue ideas "more thoroughly" because of time

constraints imposed upon the thematic unit (Shanahan, Robinson, Schneider 718).

There are a number of possible flaws in this argument. First, teaching thematically does not always result in more "meaningful" learning. This word is loaded with connotations. A fundamental question is how much knowledge or content is necessary for students to study before they can see connections and relationships. A learning disabled child, or one who is not cognitively mature enough to think convergently or divergently, may have extreme difficulty with thematic materials.

Again, the authors use the idea that thematic teaching somehow brings "more authentic or meaningful activities to the classroom" (Shanahan, Robinson, Schneider 718). This reiterates comments made both in The Common Curriculum and For the Love of Learning. To understand "theme", students must be able to think abstractly, recall information, synthesize it, brainstorm a unifying idea, and apply this concept to the information. So, a thematic organization can require much more abstract thinking skills than a genre-based course. These difficult thinking skills must be taught. The underlying element is the content which must be skillfully integrated. There is a "deep connection between educating for insight and another agenda that has been much on the mind of educators in recent years: the teaching of thinking" (e.g. Baron and Sternberg 1986, Chipman *et al.* 1985, Nicerson *et al.* 1985, Segal *et al.* 1985)" (Perkins 6). "Canadian Perspectives" was built around teaching key thinking skills in a sequential way. With the provincial government's quick reforms, all of this planning is swept away.

Does "authentic" mean, according to Shanahan, Robinson and Schneider, reading

labels from cereal boxes--the type of reading included in the first Ontario Ministry of Education's Grade Nine Reading and Writing Test in 1992? The word "authentic" cannot be used to judge learning. Fifty years ago people still spent a lifetime trying to understand one discipline or one strand of knowledge. Just because we have entered the technological age, where knowledge and technology are expanding exponentially, does not mean that students will have any more or any less difficulty mastering an area of study. Learning has always been lifelong and content and knowledge are, therefore, still important.

To plan for Secondary School Reform's genre-based curriculum, the entire English Department got together to plan out the first five weeks of lessons and many of the assignments and materials from the previous integrated program, "Canadian Perspectives", were kept, because they forshadowed the learning expectations required by the Ontario Ministry of Education. The "new" report card is "outcomes-based" and will eventually move to a four point scale much like the report card piloted in year two of "Canadian Perspectives" and in the Elementary Panel.

It seems that education is moving in cycles of about five years where rapid successive change can undo and re-establish programs quickly. This year, with the department head leaving the school for another job, no one is left who has taught the fully integrated program. No one can mentor others through a four-point scale report card or assessment and evaluation tools.

It was decided that out of six sections of grade nine English, one senior teacher

will teach three sections of the "Academic" program, a newly hired teacher will instruct the other two Academic sections, and a third teacher, alone, will develop and deliver the "Applied" section of the program. It seems little team-planning will occur because the course is not spread across a wide enough staffing base. If the senior teacher who is teaching the three Academic sections leaves the school, the new resident "expert" will leave. The newly hired teacher will be focussing on adjusting to a new school and multiple programs and the Applied teacher will be isolated. From the experience of the past, there should be a number of senior staff members teaching the program to ensure continuity and consistency of program development.

While the board of education attempted to have county-wide planning and training sessions, teachers were not mandated to attend and so not all schools were represented. Teachers did not know if they were teaching the program before the end of June so they had no urgency to go to the training sessions when their professional lives were already crowded with other tasks.

With the dissolution of the traditional English Heads county-wide structure because of provincial funding cuts, a systems-wide perspective was missing. Schools purchased different books and will, ultimately, teach different lessons using the Ministry's Course Profiles. There still will be little consistency of program delivery across Ontario, within counties, or among schools and classes.

As Susan Drake states, teachers have a number of good reasons to resist change. They are tired of the pendulum swings in education. One fad appears, everyone jumps on

the bandwagon and then another fad appears and everyone jumps off. Time and effort are perceived as wasted, and people feel that their work is undervalued. Another key concern is that change is implemented simply because it is "change" and that there is little educational research to support certain initiatives. Educators feel that their programs are working so they ask why they should change them. Finally, they feel they have been integrating their disciplines for a long time so why should they initiate something they are already doing.(Drake 8)?

CHAPTER FOUR: KEY OBSERVATIONS AND RECOMMENDATIONS

This section will examine the lessons to be learned from the project and how to apply them to the implementation of Secondary School Reform.

Team Size

Drake argues that groups of four to six people work well together to write integrated curricula (9). This is interesting because during the planning phase of "Canadian Perspectives" many times the group had up to ten people present and this made the group very difficult to manage. The key is to keep the group manageable.

In Secondary School Reform, some implementation problems occurred which could have been avoided by looking at what happened in this project. The Ontario Ministry of Education and boards of education are using a "train-the-trainer" model. The process for curriculum writing included background research papers, a call for writing team tenders, and a feedback process of drafts of the Course Profiles. Curriculum documents were released to teachers followed by Course Profiles and then Unit Examplars. These documents included a series of Units of Study, the time alloted for each unit and teaching strategies for lessons in each unit. The English Course Profiles and Examplars for Units One and Three were completed by the end of June, 1999. Teachers of grade nine must wait until the fall to receive the rest of the units. This adds to teacher

stress since they cannot clearly master the materials over the summer and schedule their courses.

Schools sent representatives from each department to regional meetings to discuss implementation issues. If all teachers attended, there would be seventeen people available to work on these materials. At first, multiple curriculum groups (e.g. English and the Arts) were put together for large group sessions of fifty or more people. These, obviously, were much larger groups than Drake recommended and will, arguably, slow down implementation .

There was little consistency about who went to these sessions and many teachers refused to go because it was so near the end of the year. This created conflicts between administration and the Ontario Secondary Schools Teachers' Federation (OSSTF) about the role of teachers and the "assigned" duties by principals. The question was what could a principal order a teacher to do? What duties were covered by the Education Act and what duties were outside the negotiated contract? A key question is whether this forced attendance would result in adequate program writing.

The key teachers at the regional meeting were to return to their schools and train the other members of their departments. These people had, perhaps, been forced to attend, and were not necessarily department heads. Some had no training in leading groups through new curriculum changes so gaps occurred in the delivery of a consistent message to each school around the county.

Departments and individual or isolated teachers got together and tried to plan out

the first unit of the grade nine program. They had release time of three half days. Lessons, already in existence and currently used were incorporated by each school into the Course Profiles Examplar Units. So schools lacked the time to develop consistency within the county.

If Drake says small groups work better there are some obvious problems in the system. Some high schools departments have only one teacher in a subject. Some have as many as twelve or more. The key teacher was not always the "expert" in curriculum design, but was often, simply, a grade nine teacher. So, the department groupings were often either too small or too large. They might be led by someone who had received minimal, if not scant, training. Often these key teachers voiced great frustration about leaving their classrooms and wasting their time. This did not bolster confidence in the new changes.

The model adopted by the government and boards of education recommend centralized curriculum writing with local implementation. The current Progressive Conservative government will not really be able to boast that a student in Timmins will be learning exactly the same thing as a student in Hamilton when even schools in the same county will not be teaching the same thing or using the same texts and resources.

Drake's comments that showing teachers how their jobs will be easier or better will make them want to join a writing team (10). Most of her other work shows that teachers must spend many more hours writing integrated curriculum and an integrated curriculum is not necessarily easier to teach. The results are not fully researched either. This

observation can be transferred to Secondary School Reform. Telling teachers that this is a new and improved model ignores the countless hours they will have to spend planning and revising materials.

Cooperative Planning

Drake said it was also important that members not only plan material together, but that they implement it together too. Certainly, one problem that the "Canadian Perspectives" team faced was that the planners and writers behind the curriculum left the school and were not available to work out difficulties or answer questions about why they included certain materials or how to approach the teaching of other lessons. Drake states that only people who volunteer should be included in the integration project (10). However, what happens when people volunteer for the wrong reasons? What if they are just protecting their jobs? They can become "brick walls" that need to be let go (10). Perhaps some people need to be invited into the project because of their group skills and subject expertise. This is one area in which the "Canadian Perspectives" group could have been improved upon because they continued to work with "brick walls". Yet, they felt these people had put a lot of effort into the project and had shown some development in integrating curriculum.

Similarly, will lasting change occur in Secondary School Reform when teachers are forced, with little or no time and training, to implement new materials they did not write or volunteer to teach?

Planning Time

Drake states, when describing the planning time needed for integrated curriculum, that it varied from "five days, to a month, to a year" (10). When teachers were allowed blocks of time, writing went well. One or two full days of orientation by an "expert" often helped start the project (10). Subsequent half day sessions were most effective. Meeting outside the schools helped focus discussion (11).

This model was used by the "Canadian Perspectives" writers. Two original full day planning sessions helped orient the team because they were facilitated by a co-ordinator. Most of the other unit writing sessions were half-day activities. While these sessions were very valuable and necessary, most of the writing time was spent outside the sessions. Teachers had to spend a lot of personal time to write and accomplish necessary tasks.

In Secondary School Reform, teachers were given three half-day planning sessions in June to develop programs to teach in September. Much of these half-day sessions were devoted to school issues other than program writing. Teachers have not received enough planning time to implement Secondary School Reform.

CONCLUSIONS

Joseph Campbell's "Journey of the Hero" is used by Drake because Campbell, in his presentation of the hero's journey, discusses archetypal, cross-cultural patterns based on Jung's dream analysis. Writing integrated curriculum, however, is not the same as Perceval's quest for the holy grail. Drake's use of Campbell's metaphor seems forced and hyperbolic in this context and becomes an ironic, fundamental, criticism of integrated studies. The problem is that teachers pick up material from one discipline, take it out of context, and force it to apply in another context to another discipline. Superficially, it seems as though clear connections have been made, but unless a deeper understanding occurs, these connections really do not make sense. In How to Integrate the Curricula (1991), Robin Fogarty states that teachers need criteria for selecting themes which are not superficial as well as selecting content (Fogarty ix). Drake has conveniently eliminated a large number of key elements in Campbell's pattern because they do not fit her own. Where does Campbell's meeting with the goddess occur (Campbell 109)? It does not fit her purpose to use this element of the pattern, so she eliminates it. This superficial treatment of "ideas" is of deep concern to educators and illustrates the problems with trying to integrate or implement new curricula with little planning time or understanding.

It is not difficult to integrate and apply Campbell's pattern to current works in say, a film analysis of George Lucas' Star Wars, but much time has to be initially spent

explaining Campbell's ideas. Then students must be guided through identifying and explaining the elements of the pattern which appear in the film. First they must know, then understand, then apply, then judge. Only then can they use their analytical thinking skills to develop a hypothesis about the reasons for the success of the film in modern Western society. Such a plan could involve a good integration of Campbell's work because it looks at his whole concept rather than snatching bits that fit. Shanahan, Robinson and Schneider state that subjects should not be forced together and that if students will be sacrificing the skills of a particular discipline, it is better to teach the subject separately (719).

Questions for Further Study

Research has shown that students in university and college have difficulty with applications of knowledge, yet, integrated curricula in high school settings have similar high expectations. It is known that "even college students who have had formal instruction in physics commonly do not understand what Newton's laws really say about the way objects move in the world. They make mistaken predictions in simple qualitative situations, even though they may be able to wield the equations to solve technical problems (e.g., Clement 1982, 1983; McCloskey 1983)" (Perkins 4).

Tied to this ability to make connections is the problem of how teachers can assesss

and evaluate integrated learning and thinking.[11] Perkins defines "knowledge" as recalling information in storage when desired. He states that "understanding" involves more mental action or the ability to grasp something (Perkins 5). So, "understanding performances" requires the students to explain something in his or her own words, "[to] exemplify its use in fresh contexts . . . make analogies to novel situations [and] generalize" recognizing other similar forms (Perkins 5). It seems that Perkins' concept of "understanding performances" has influenced educational trends because outcomes-based education, which is inextricably tied to integrated learning as seen in The Common Curriculum, uses rubrics[12] to assess performance tasks. This use of rubrics ties into Shanahan, Robinson, and Schneider's definition of authenticity. Strict recall or rote performance, therefore, are not "understanding performances" (Perkins 5) and so integrated learning is essential to authentic assessment.

Rubrics, and other assessment and evaluation tools are also used in Secondary School Reform Course Profiles and Unit Examplars to evaluate student performance. One of the most difficult aspects of planning and teaching "Canadian Perspectives" was devising authentic assessment and evaluation tasks and tools. Most planning time went to understanding and creating the lessons around rubrics which reported learning outcomes to parents on a four-point scale.

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[11]I have included a discussion of assessing and evaluating integrated learning in Appendix A.

[12]I have included a sample rubric in Appendix C.

One of the lessons to be learned from the "Canadian Perspectives" project in implementing Secondary School Reform is that too many changes will create chaos and teacher stress. This will result in frequent changes in program. A more sequential approach would be valuable. Teachers, in September of 1999, must not only revise their curriculum expectations, Course Profiles, and resources but are also expected to change their assessment and evaluation tools. They have to use a computer to make reports and are eventually to move away from percentage grades to a four-point scale. All of these changes need teacher professional development and time. These cost money.

Teachers will also be working on two different systems. Grade nine programs will be different from grades 10 to OAC (Ontario Academic Credits). As seen in Year One: 1994-1995 of "Canadian Perspectives", this may lead to teacher dissatisfaction and demands for revision of programs (Drake 6).

The "Canadian Perspectives" project shows the importance of training teachers in small groups to implement Secondary School Reform. A curriculum leader must work with each group. Teachers need release time to discuss implementation strategies with collegues. Curriculum documents must remain stable over many years for teachers to revise and change classroom practice. There should be job security so schools are not losing their implementation experts. Administrators must undertand new curriculum changes in order to be able to explain them to parents and gain community support for the initiatives. They need to support their staff members by recognizing their efforts. Timetables and reporting strategies need to be consistent in all the grades of schools.

APPENDIX A

Assessment and Evaluation

In this project I use materials submitted to Professor John Stevens of the Faculty of Education at the University of Toronto in 1986. I also apply the theories I developed in the "Canadian Perspectives" program. The "Canadian Perspectives" program illustrates some of the problems with assessing and evaluating student performance in a destreamed, integrated curriculum.

Evaluating and assessing student performance is a topic riddled with controversy in Canada and is closely linked to integrated learning. Arguments adopt quasi-religious language in their pursuit of the "right" method of assessment and evaluation. Rather than examining the myriad of assessment and evaluation techniques used by teachers, I offer a brief analysis of assessment and evaluation as a method in connection with integrated programs based on learning outcomes, and discuss the conflicts intrinsic to the role of the teacher as both evaluator and tutor, and problems in assessment and evaluation. Finally, a practical synthesis of the relevant and safe methods of assessment and evaluation will be outlined. Assessment and evaluation strategies currently used in an integrated program will be critically analysed.

Evaluating student performance is a craft and not a science for it "requires a repertoire of specialized techniques as well as general rules for their applications" (McLean 32). It is

assumed that the longer teachers educate, the more skilled they become in assessing and evaluating. Most teachers learn how to assess and evaluate from members in their own profession and do not necessarily refer to theories describing why a specific test or assignment works while another one fails (McLean 33). Often teachers feel that it does not matter how or why they work as long as they work. That is their chief concern. While this view may have some practical foundation, perhaps life would be easier for teachers if they had a basic theoretical knowledge of the probability of failure and success of methods of assessment with certain types of assignments. Trial and error would not be so extensively relied upon and more time could be spent on perfecting provably reliable methods of assessment and evaluation (Charney 65). Experience is not always the best or most efficient teacher. Assessment and evaluation need to become more scientific in their methodology. As Northrop Frye states in The Educated Imagination when describing the differences between English and Science, "[t]he sciences begin by accepting the facts and the evidence about the outside world without trying to alter them. Science proceeds by accurate measurement and description, and follows the demands of the reason rather than the emotions" (3). An evaluation technique should not be based on an internal feeling. There need to be indicators of success to evaluate accurately.

Techniques in assessment and evaluation should be tested for internal consistency and a measurement made of the standard error factor (McLean 49). To illustrate this, I

will explain the "rubric"[13], a method of assessment and evaluation used in a grade nine destreamed integrated classroom which focuses on learning outcomes found in The Common Curriculum. There has been a move towards clearer provincial policies with respect to assessment and evaluation with the introduction of province-wide reading and writing tests (MacLean 41). Professional development in the use of evaluation tools used for the tests were mandated by many boards of education so that teachers could understand the dynamics of the test and help students improve their performances (McLean 49). Many teachers adopted this process of assessment and evaluation in order to maintain the reliability and fairness of tests. A test was also conducted in the integrated grade nine program. To educate parents about the meaning of results, the same evaluation tools were used throughout the school year.

Teachers have a difficult role to perform for they must do both the jobs of tutor and assessor/evaluator (Belanger 80). Trying to simultaneously accomplish both of these jobs often leads to confusion, irritability, and conflict. It is difficult for teachers to see the results of their work because sometimes the products are not visible for many years

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[13]Rubrics are a form of criterion-referenced assessment and evaluation written in a cross-classification chart usually using a four or six-point scale. The Ontario Ministry of Education's Reading and Writing Tests use these assessment and evaluation tools which include indicators of performance. This is a movement towards authentic assessment where students are clearly assessed and evaluated on what they were asked to perform. Acceptable ranges are levels two and three on a four point scale. Level one is below the accepted range while level four is above the expected range of performance. Acceptable ranges for a six-point scale are levels three, four and five. Level six is above the expected range while levels one and two are below the expected performance range.

(McLean 35). They cannot see if their methods of teaching, assessment and evaluation are working well. This is where research is vital. By planning, acting and observing, reflecting and revising, teachers can alter their practices (Kemmis and McTaggart 14). As a tutor, the teacher encourages students and points out strengths in their work. The teacher gets involved in the process of thinking and reflecting and gives suggestions for improvement before the assignments are evaluated. The teacher responds to the work as an appreciative audience (Belanger 85). As evaluator, however, the teacher faces pressures from both students and parents to pick out all of the faults in the work. This is often counter-productive or ineffective (Belanger 80). The teacher is forced to focus the student's attention on errors and weaknesses rather than on strengths. Too many positive comments cannot be given because the student may question the validity of the percentage mark. The weak student does not receive necessary encouragement. The evaluator can judge only a few finished pieces that often do not reflect the student's real abilities. Once the percentage or letter grade is set, little revision or improvement will occur. It is obvious that teachers find playing the role of both tutor and evaluator difficult. Problems intrinsic to evaluation cause this conflict.

Many problems exist in criterion-based, multiple choice, and holistic assessment and evaluation techniques. It is known that a teacher who marks by her/himself will incorrectly mark one out of three papers by half a grade point and one out of 12 papers by at least a full grade point (Belanger 79). A high proportion of comments written on student compositions concern grammar, usage and spelling when strictly using

comprehensive and criterion-based evaluation (Belanger 83). Teachers who grade by themselves do not have accurate feedback on their assessment and evaluation techniques (Belanger 83). Some teachers feel that it is necessary to give lower grades at the beginning of the course so that students will work harder or that weak students will drop the class leaving more time for the teacher to spend with more academically-able pupils. The basic error in such logic is that most students are motivated by marks. They are really trying to manage their time by juggling what is important in their lives (Aker 56). Research shows that fixing a student's mark early in a course makes it difficult for the teacher to see the student as being able to accomplish any other level of work (Sydney 59).

Students perform differently on different days, so it is necessary to test their skills at different times, in numerous situations, settings and modes (Belanger 88). An example of this occurred at Lord Elgin High School. In 1992, all students had to perform the reading portion of the Grade Nine Reading and Writing Test in a large cafeteria with 140 students. They were given three hours to perform the test. The following year, students were allowed to write the two portions of the test on two different days, a Tuesday and Thursday, in their familiar classrooms. Modifications were allowed for students identified with special needs by the school resource team (including extra time). The results were interesting. Twenty-five percent of students the second year did better on the reading portion of the test. The numbers of students achieving Levels 3 and 4 were almost reversed. The socio-economic distribution of the children was the same so it seems that

modifying the setting, time and day helped improve overall performance.

Another problem with teacher assessment and evaluation is that the student perceives performance as valuable only to the teacher (Belanger 88). The student does not realize that work is a usable life-skill (English: Curriculum Guideline for the Senior Division 87). Including performance tasks found in daily life such as revising radio and magazine advertisements, completing resumés and applications, writing letters and memos, following directions, and interpreting statistics, will also help convince the student that thinking skills are a necessary part of life and marks become less of a goal. Criterion-based marking falsely assumes that all students should learn different skills at the same time and in the same order (Marshall 39-40). Often if a mark is not assigned to a task, senior students, who are used to this form of evaluation, feel insecure and threatened (Marshall 44).

This was demonstrated in a survey of students in grade 10 in our high school who had received report cards without grades in only one subject ("Canadian Perspectives"). All other subjects reported using letter or number grades. The quest for high marks to obtain university and college entrance and scholarships is a pressure and reality for these students and it robs them of taking chances in their performance tasks. Universities using portfolios to determine entrance to programs would be able to judge their applicants more accurately by seeing actual work produced in numerous settings and in various modes. (Evans "Folder" 46) Evaluation methods that rely heavily on multiple-choice questions, such as some universities' English competency tests, limit the attainment of higher order

objectives and questions which require application, analysis, synthesis, and evaluation (McLean 39-40).

Rapid impression multiple marking or "holistic" marking is also unreliable when precautions are not taken (English: Curriculum Guideline for the Senior Division 80). To be accurate, holistic marking must be done quickly, with pre-established criteria, grade correlation, and student anonymity. Otherwise, teacher bias can increase the error-factor (Charney 69). Having participated in marking the Learning Consortium's Grade 12 Writing Review in 1998, I know the Ministry of Education's Reading and Writing Test markers go through an intensive training period using the indicators and correlating them to exemplars of each level. Papers are randomly sampled periodically by other evaluators to be judged for accuracy. Any paper's evaluation which is doubted is re-evaluated by another trained marker. Students are assigned a number as are schools and boards of education to ensure anonymity.

Establishing a successful synthesis of current methods of evaluation is not easy. No scheme will be satisfactory to all critics, however, the object is not necessarily to please the critics but to help the teacher assess and evaluate more successfully. A good assessment and evaluation technique frequently incorporates a variety of assessment and evaluation methodologies. The most important thing is to focus on the process and development of a skill than the product (Marshall 23). It is important in a world where information increases exponentially, that students learn effective methods of learning (Drake 2). Superficial problems should not be as important in assessment and evaluation

as the completion of the assigned task, the thinking behind the content, and the ability to direct the performance to a specified audience (Marshall 40). Teachers do not have much time for marking, therefore, the assessment and evaluation plan must be efficient while providing the maximum amount of feedback to students (Marshall 38). This is where rubrics, which assess and evaluate learning outcomes, are appropriate. Teachers need a clear basis upon which to make judgements, and by simply highlighting key areas, students are provided with feedback. There should be space for directed comments and if students are given the assessment and evaluation tool when the task is assigned, they can engage in self-evaluation and peer-evaluation. Teachers can also use the same form to provide process assessment and evaluation allowing the students to modify their performance to improve their assessment and evaluation. An atmosphere of fairness must be established in the classroom regarding evaluation. All tasks do not have to be comprehensively evaluated. In fact, since there is an increase in class time and a proposed reduction in preparation time for teachers under the present Progressive Conservative government, new methods of assessment and evaluation are being discussed in schools as coping mechanisms rather than well-researched methodologies. Students and parents need to understand that tasks will be assessed and evaluated. Students need practice in a skill before they are evaluated on the performance of it.

In the Ontario Ministry of Education's Reading and Writing Tests students are asked to choose their best piece of writing from a portfolio. Writing folios have proved reliable when composition pieces are written over an adequate interval of time (Butler 63).

Students should use various modes and write about different topics. In the test, students are asked to undertake an exposition or a narrative. Rough drafts can be peer-assessed and teachers can make verbal suggestions before they are returned and the final copy is submitted for evaluation (Butler 64-65). Students should also be instructed in the process of revision. They are helped in revision through class seminars about common problems, peer-assessment, and use of the rubric as an external revision system in self-assessment (Liptrot 39). Metacognition is important in revision. Students must ask themselves questions about how they learn and why they organize material in particular ways or think in certain manners (Frye 2). Revision is a necessary process in communication (English: Curriculum Guideline for the Senior Division 88).

Teachers suggest that to escape the formidable role of judge, they should participate in team-evaluation of finished tasks. The teams need not be large (although departments may set up large seminars to try to establish departmental criteria, policies and uniformity of grading) (Charney 69). After the completion of the Grade Twelve Writing Test conducted by the Halton, Peel and Dufferin Boards of Education in 1993, it was suggested that teachers who implemented the test work together to give the papers an evaluation based on a six-point scale. They were then asked to compare their team's results with the overall school evaluation given by an independent set of markers. The adoption of rubrics in an integrated grade nine program requires that teachers work together to set criteria for each level so that the indicators and levels are the same for each assignment. Teachers observe colleagues evaluating tasks and have the opportunity to ask

why a specific level was assigned. An example was that one teacher in "Canadian Perspectives", who was unfamiliar with tableaux[14], observed a teacher who was used to teaching it. Questions were asked about the evaluation process and answered by the colleague. This method encourages the sense of cooperation among team members and provides more effective evaluation. It also provides more consistency of evaluation between classes. Ideally, examples of performance at the various levels should be on hand to help with the evaluation. In integrated programming, it is helpful to have teachers with similar academic backgrounds (Charney 69).

[14]A drama exercise where students place and "freeze" themselves in a series of scenes to tell a story.

APPENDIX B[15]

Article about Teaching Poetry to Students in a Basic Level Program

WRITING, READING, SPEAKING AND LISTENING TO POETRY: "BASICALLY" IT WORKS!

After reading the document *Basically Right,* and its suggestions about teaching poetry to students in a Basic Program of Study in English, I thought to myself, "Why not?" Fortunately, I was a fairly new teacher, eager to try anything, and I had no previous disappointing or discouraging experiences with students enrolled in a Basic Programme. As I read the document further, I felt as if a muse came and sat upon my shoulder (after all, poetry uses the senses). The muse seemed to say "write" and so I did. With the fire of inspiration and enthusiasm in my veins, I eagerly set up the numerous pages needed to teach the lessons. I knew my lessons had to be structured for success yet I wanted to avoid "formulated" writing.

DAY ONE:

To introduce the unit of study, I turned off the lights, drew the curtains and asked the students to "visualize" what was happening as they listened to a tape found in the school library which contained numerous sound effects such as waves lapping at a shore and a train crossing a bridge. After each type of "special effect" was heard and reflected upon, I asked every student to read to the class his/her written responses. I was surprised at how much fun they had and how excited they became. I had one teenage boy jumping up and down blasting an imaginary laser gun while he read his response to a "science fiction" recording.

DAY TWO:

The following day, I used overheads of dramatic black and white pictures (*The Best of Life* is an excellent resource) to get a mood. Music which complimented the pictures was played simultaneously. The overheads worked because they activated the senses, and blocked out interfering stimuli. Thus the students concentrated on the work at hand. Some examples of overheads and music I used were: 1.) a war scene with music from the *1812 Overture*, and 2.) a picture of a girl riding a dolphin to the music of *Sirènes* by Debussey. After each picture was shown, I asked

[15]The article is reprinted exactly as it appeared in indirections. 14.4, December 1989, 43-48.

the students to write down a list of what they thought was happening or what they noticed in the picture and music. They were to write down their emotional responses to the visual and auditory stimuli and explain why they responded the way they did. Students thus moved from a personal response to poetry to an analytical approach. This prepared the students for the next day's lesson which would introduce terms to deal with an analytical approach. After students analysed their responses, they read their lists and explained their responses. Do not be surprised to be led off topic. One girl who saw a lovely picture of a girl while *Swan Lake* was playing, included a lot of death words in her list. After further open discussion with the class, she revealed that she had to leave home and live on her own because her father beat her and she equated someone loving her with pain and potential death. This was where the lesson became alive and meaningful. After this exercise, students arranged their lists in the best possible order. They then stood, publicly read, and discussed their work. They could only receive positive feedback from the students and the teacher at this point.

DAY THREE—THE SHELL GAME:

Materials

tape

staples

paper

bristol board

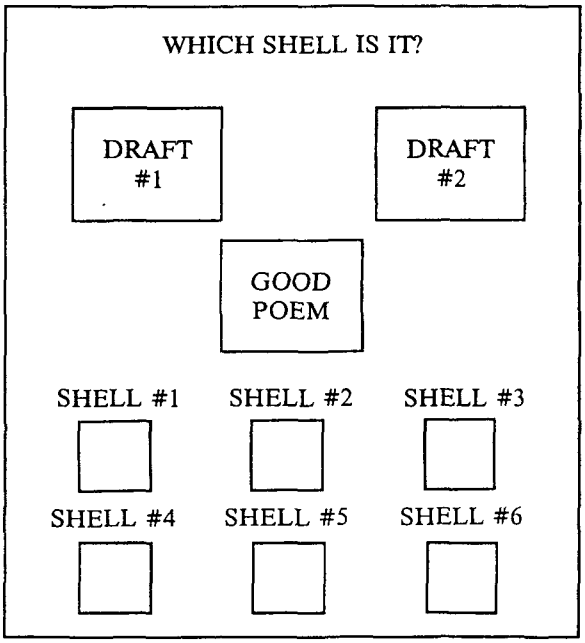
a laminator

shells or pictures of different types of shells—(you can use pictures of things you know about such as cars, horses, plants, and rocks)

Steps

1. The game is a puzzle which must be solved by answering an accompanying question sheet about poetic devices.
2. Students guess what shell is being described by "picking up" clues found within the poem that the teacher has written.
3. The bristol board has copies of my three revisions so students can see how I develop ideas and include poetic devices.

Pattern



4. The student who correctly guesses which shell is described in the poem and has the highest number of correct answers on the question sheet (ex. giving a definition and example of a simile in the poem) wins a prize (such as an airline ticket to Cocoa Beach—a free library pass).
5. Students can then make up their own game by writing drafts of a puzzle poem, including pictures, mounting it on bristol board, writing up a question sheet, and developing a prize. Students can then play each other's games.

The beauty of this assignment is that it introduces poetic devices in a fun way. The students can then transfer this knowledge to later attempts at different types of poetry.

DAY FOUR AND FOLLOWING:

Basically Right contains many examples and ideas for writing different "types" of poetry and from these ideas, I developed a

series of individual work sheets which illustrated the principles of and allowed experimentation with the following:

list poems
form poems
sound poems
idea poems
descriptive poems
five senses poems
narrative poems
acrostic poems
ballads
found poems
limericks
free verse
and many more

Students could work at their own pace, share work for feedback from their classmates or me. During this time, students had to try all of the worksheets. Frequently they would write two or three poems in a form that they particularly liked. While I did direct the form of the poetry the students had to attempt, I let them choose their own topics and if that was a consistent reflection on the joys of owning a car or downhill skiing, that was O.K. The students were willing to try anything if I gave them the freedom of writing what they wanted.

While the students were writing and sharing poems, I placed a number of boxes around the classroom which contained poetry written by students throughout our board from various grade levels (K-OAC). Students were given time to read poetry every day. They enjoyed reading from the boxes and started recommending certain favourite poems to their classmates. The most touching event was when a boy who had just lost his mother, switched schools, and was now adjusting to living with his grandmother and aunt, came up to me and said, "Miss, my mom always collected poems for me and my brother. She clipped them from everywhere—Ann Landers, little cookbooks, etc. She read them to us or she would put them in our lunches or under our pillows. She left me her collection and I would like you to read them". So I did read those personal notes to a cherished son.

Here was a boy with long hair, chains around his neck, dirty black jeans and an Anthrax shirt sitting with me and sharing his deepest reflections and grief. This is powerful stuff and it dramatically affected how I would teach the Basic Program and the type of material I would teach. The wonderful part is that after I spent time talking and reflecting with him, he went individually to some other students and shared the book with them. He made friends with students who were supportive and caring.

ASSIGNMENTS:

The assignments for the unit were as follows:

1. All poetry sheets had to be attempted (a number of students did their work on the Commodore 64 and revised their work later for publication in a class anthology).
2. Students had to choose three of their best pieces for marking, after receiving peer and teacher feedback and revision. They then had to illustrate their poems with black line drawings. Black line drawings were easier to do and the photocopier would not reproduce in colour. If a poem was about an eagle, a black line drawing of a soaring bird would do. They were to take pride in their work.
3. The above three poems were included in a class-organized anthology. You should have seen their eyes light up when class reading day followed. Each student could contribute money to the printing of the anthology if Departmental Budgets could not cover the cost.
4. Students also had to choose three of their favourite poems from the selection of poetry they had chosen to read. They had to tell why they liked the poems, what ideas or feelings the poems inspired and identify the poems' forms and poetic devices.
5. Another option open to the kids was sending some of their illustrated poetry away for publication by the board so that some of their poetry would appear in the poetry boxes next year. Many of my students were interested in that idea too.
6. *Class Group Drama*:
    1. Each student chose their favourite poem.

2. They made an overhead with illustrations in black and white or colour which reflected the thoughts in their poems.
3. They chose music which complimented their poems.
4. All students wore white and recited their poems in front of a movie screen while their music selections played and the overheads were shone on their white clothing. They thus "became" the poem physically through action, voice, colour, and music.
5. All students were videotaped and then the class viewed the final product.

Some examples of final products were:

a. One student wrote a descriptive poem about "Thrash" music.
   His slide was black and red.
   His actions illustrated the type of "slam dancing" associated with the music while selections from the group Anthrax played.

b. Another student wrote a descriptive poem about an eagle soaring through the sky.
   His overhead had a line drawing of a bird in flight in black against a blue sky.
   His music was peaceful and uplifting.

The terrific thing about giving students freedom to write what they are interested in and allowing them to choose their favourite pieces for grading, is that they can be free to write personal material and share it if they want. The material can also be modified to suit the needs of a thematic unit. It is important to remember that poetry is private and should not be violated. The publishing and sharing of the selected poetry allowed the class to learn respect for one another and share frustrations and ideas on a myriad of topics. Watching seventeen-year-old boys jump up and down offering to read their poetry proudly to the class encourages and inspires a teacher to try even more innovative ideas. Even the most unwilling writer could say a few words about his/her beloved subject. One boy loved writing about Mustangs so much that I had a desk drawer full of poems exalting the car's wonderful attributes. But that was O.K., *I love my Mustang too.*

MARGARET KEW

APPENDIX C

Sample of a Rubric

Rubric for Tableaux

CRITERIA	INDICATORS (what we can see that demonstrates the criteria)			
	ONE	TWO	THREE	FOUR
freeze	unable to hold freeze - little evidence of concentration	freeze maintained momentarily, concentration broken in some frames	maintains concentration & sustains freeze in majority of frames	team uses time signals effectively, maintains concentration & freezes
levels of space	only linear space used	uses two of three levels of space	3 levels of space (high, medium, low) are used effectively in some frames	all 3 levels of space are used appropriately and effectively
props & costumes	none used	basic props and costumes used	props & costumes are used effectively in many frames	appropriate and original use of props throughout
originality of position	little variety in positions - does not convey meaning	some variety in some frames, scattered meaning	good variety, some original frames, clear meaning conveyed	uses variations in positions throughout, insightful meaning conveyed consistently, sometimes forcefully

Student name: _____

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