

ELA Program of Studies 10-12

Integrating with Language Arts

Prepared for Alberta Regional Consortia

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INTEGRATING THE LANGUAGE ARTS

DEFINITION

Making meaningful connections between topics or outcomes that are usually addressed in different subject areas.

This Program of Studies offers tremendous opportunity to make these connections. It is not until grades 10 to 12 that the ELA Program of Studies is tied to specific courses. Indeed, one might view these ELA outcomes as a description of the global language outcomes a student should master at each grade level, regardless of where they are learned. Some of the outcomes are likely more effectively learned in subjects other than English.

ENDURING UNDERSTANDINGS

Integrating disciplines through English Language Arts enhances understanding.

ESSENTIAL QUESTIONS

Why consider integrating the language arts and other disciplines

What can be or needs to be integrated?

How can we integrate ELA with other disciplines for deeper understanding?

CONCERNS:

Teachers, as most adult learners, embrace change at the level of concerns. Take a few minutes to jot down some of your concerns on the post-it notes and place them in the "Parking Lot" for us to deal with later.

Why consider integrating?

According to Drake (00)

Integration addresses the issues:

- Reduce duplication of skills and concepts in different subject areas
- Increase relevance for the learner, given a real life context.
- Allow for the learner to see the big picture.
- Allow for teaching interdisciplinary life skills for the 21st century.
- Focus on skills that can be transferred to other disciplines and to life.

Integration enhances learning

- Time saving in a crowded curriculum
- Increased learning
- Greater personal growth
- Self-motivation
- Ability to apply concepts
- Increased responsibilities
- Better writing skills
- Increased positive attitude toward reading

- Enhanced self-confidence
- Increased student cooperation
- Reduced disruptive behavior
- Reduced math anxiety
- Increased use of higher thinking skills
- Improved quality of work

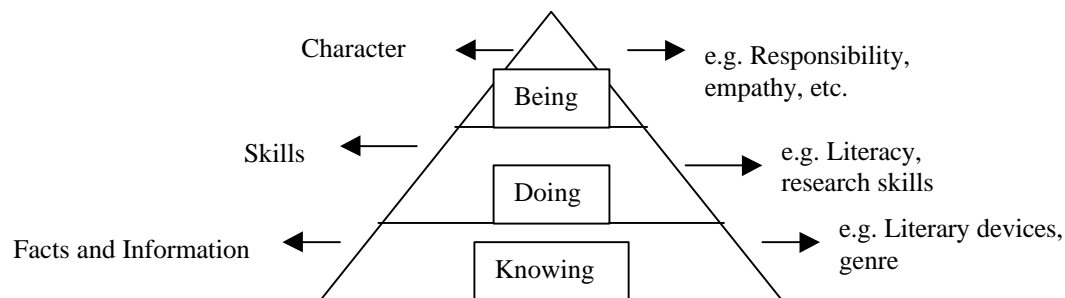
Integration develops life skills

- Basic skills including reading, writing, arithmetic, listening, and speaking.
- Technological skills
- Resource management
- Information skills: acquiring, evaluating, organizing, maintaining, interpreting, communicating.
- Thinking skills, including creative thinking, problem solving, reasoning, metacognition, and system thinking.
- Interpersonal Skills: team building, teaching, negotiating, and leadership.
- Personal Skills: responsibility for oneself, self-esteem, integrity.

Adapted from the Conference Board of Canada, Employability Skills Profile

Integration aligns with current learning theory:

• **Outcomes**



(Drake, 2000, p. 18)

- The Standards Movement, or in Alberta's case, the outcomes Movement, can be seen as a result of identifying what skills, attitudes and knowledge students should process at the end of their formal schooling.
- The disciplines become means to an end, not the end.
- As we go up the pyramid, the outcomes become less and less discipline specific and become more complex forms of knowing.

Multiple Intelligences

- Learning designed with multiple intelligences in mind often tends to cross over disciplines.

Brain Theory

- We learn by making connections and thus creating meaning
- The more connections we can make to previous knowledge, the more we can learn
- Emotions are critical to learning
- Brains develop through interaction with the environment and others
- Learning is an active process
- We learn best in supportive but challenging environments

Constructivism

- Knowledge and understanding are socially constructed
- Knowledge is actively acquired
- Learners need to create or re-create knowledge for themselves.
- Metacognition is necessary for constructing knowledge.

Activity 1: Three Minute Pause

1. Stand up and with one or two others:
2. Summarize key points
3. Add your own thoughts
4. Pose a clarifying question

Activity 2: Pair Share

Promising Practice

1. What are some specific suggestions you could make to a content area teacher about specific, concrete promising practices for enhancing learning in their subject through sound language instruction?
2. In pairs discuss and record your ideas for five minutes
3. Pairs pair and create a combined record of ideas

Possible Areas of Focus: Consider the following areas for language activities.

Vocabulary

Interacting with Text

Editing and Revising

Speaking and Listening

Curriculum Mapping

Curriculum mapping could be the first step in integrating since it is a data-gathering tool that documents what is happening in classes. It is based on the one common feature of all disciplines - the calendar. Teachers across grades or disciplines record the themes, content and assessments they actually address in each month. The map will reveal gaps and redundancies but it will also reveal crossover points where disciplines are addressing the same knowledge, skills or attributes. It is a tool that can coordinate and also inspire teachers to make a more concerted effort to integrate.

Knowledge and skills are the "What" of the Program of Studies and they are usually subject specific and non-negotiable. Strategies are the "How" and are often applicable across subjects and always negotiable.

Activity 3: Coordinating Language Arts

In your groups, examine the Science outcomes from the attached web (Appendix 3). What are some skills and strategies Science has in common with ELA. Suggest a speaking or a viewing performance assessment that could be used by a Science instructor to assess the common skill or strategy.

Share a couple of examples with the groups

Types of Integrated Units: (See Appendix 1)

Multidisciplinary

Two or more subject areas are organized around the same theme or topic. In elementary classrooms this can take the form of learning centres. In secondary classrooms the organizational principle might be a theme or a problem.

Disciplines are developed around a common topic. The discipline has priority. The only connection between the disciplines is the common topic. For instance, if the problem was pollution, the Science class would ask how would a scientist solve the problem, the Social Studies class would ask the same thing, etc. But that's where the connection would stop.

This type is integrated but not truly interdisciplinary. Interdisciplinary units of study deepen the understanding of the unifying concept. As well, they deepen the understanding of the discipline by connecting with other disciplines.

Interdisciplinary

Here, skills or concepts are the organizing centre for two or more subject areas. Concepts or skills or processes are addressed through different disciplines. The concepts, skills or processes are a priority.

For example:

- A focus might be on problem solving and critical thinking so that all disciplines would re-organize to emphasize these processes.
- A focus might be on the concept of "Order" so that all disciplines would concentrate on the way in which the discipline attempts to order the world.

This type of unit is not only *integrated* but *interdisciplinary* because by focussing on order, there is a deeper understanding of the structure of knowledge within the discipline.

This approach is well suited for planning for outcomes based programs since the outcomes are clearly stated and often have common features. These outcomes can be grouped into natural interdisciplinary clusters.

The culminating activity is usually a performance-based assessment based on outcomes.

Transdisciplinary

Based on a real life context. The assumption is that most or all disciplines are embedded in the topic of study.

Project or Problem based learning fits into this category and often arises from community concerns and issues or student concerns or issues. The disciplines and the discipline teachers are drawn on when and if that expertise is needed to solve the problem. The outcomes are determined by the problem, not by the design of the curriculum

Activity 4: Plan a Unit: Use the following steps to begin creating an integrated unit. Try moving through steps 1-4. Refer to the sample unit for a classroom using Ontario's outcomes that follows.

1. Choose one to three outcomes from two or more subject areas that are general and broad based in nature. *Refer to your ELA Program of Studies and the Science 10 and Social 10 outcomes webs provided in Appendix 3.*
2. Develop a “learning bridge” that connects the outcomes selected. These may include what students will know (concepts and principles), do (process skills), and be (affective component).
3. Create an outcomes-based web by reorganizing outcomes into clusters that fit together naturally to create new cross-disciplinary categories. *Do not choose the most specific outcomes to organize*
4. Create focus questions. Blend focus questions to create Big Questions to guide the unit.
5. Brainstorm with students what they already know about the Big Questions.
6. Develop a grade-specific assessment rubric for the culminating task.
7. Create a subset of learning experiences that lead to the culminating activity.

Illustrative Example

Step 1: Choose one to three outcomes from two or more subject areas that are general and broad based in nature.

Using the more general outcomes rather than the very specific outcomes makes it easier to find natural connection. The specific outcomes will be drawn in by the discipline teacher as appropriate.

For Example: All grade level general outcomes in selected subject areas were photocopied and reviewed. The outcomes selected were put into the following clusters.

SCIENCE AND TECHNOLOGY

- Demonstrate understanding of the structure and function of the respiratory, circulatory, digestive, excretory, and nervous systems.
- Investigate the structure and function of the major organs of the respiratory, circulatory, digestive, excretory, and nervous systems.

PHYSICAL AND HEALTH EDUCATION

- Analyze information that has an impact on healthy eating practices - for example, food labels, food guides, and care-of-teeth brochures.
- Describe physical, emotional and interpersonal changes associated with puberty.
- Demonstrate factors that contribute to good health.

THE ARTS

Visual Arts

- Define the elements of design-including color, line, shape, form, space, and texture- and use them in a way that is appropriate for this grade when producing and responding to works of art.
- Describe students' interpretation of a variety of artworks, basing it on evidence from the works of art especially on ways in which an artist has used the elements of design to clarify meaning, and on students' own knowledge and experience.
- Produce two- and three-dimensional works of art that communicate a range of ideas-thoughts, feelings, and experiences-for specific purposes and to specific audiences.

Drama

- Solve problems presented through drama and dance, working in large and small groups using various strategies.

LANGUAGE

- Identify various types of media works and some techniques used in them
- Analyze media work.
- Speak clearly when making presentations.
- Communicate ideas and information for a variety of purposes-for example, to present and support a viewpoint-and to specific audiences.
- Use tone of voice, gestures, and other nonverbal clues to help clarify meaning.

Step 2: Develop a “learning bridge” that connects the outcomes selected. These may include what students will know (concepts and principles), do (process skills), and be (affective component). (See Appendix 2)

The Learning Bridge is a concept (knowing), a process (doing). In addition, how do we want them to act (be) as they are engaged in the task? (Tolerant, Respectful, Collaborative, etc.) See handout (Erickson, 01)

From the concept develop an “enduring understanding” (Wiggins and McTighe, 1998) or “universal generalization” (Erickson, 01) - a sentence connecting two or more concepts. For example:

“Social, Political and Economic change can cause conflict in a society.”

“Healthy living influences self-esteem.” (Drake, 00)

For Example: The following became the learning bridges.

KNOW

- Healthy living (concept)
- Self-esteem (concept)
- Healthy living influences self-esteem (principle or enduring understanding)

DO

- Presentation skills
- Writing skills
- Visual arts skills

BE

- Demonstrate positive self-esteem
- Demonstrate respect for others
- Choose healthy living habits

Step 3: Create an outcomes-based web by reorganizing outcomes into clusters that fit together naturally to create new cross-disciplinary categories.

At this point the theme of the unit becomes clear and outcomes can be reorganized around sub themes

For Example: A outcomes-based web was created by re-sorting the outcomes into interdisciplinary clusters. Outcomes that don't fit are discarded. See the attached web.

Step 4: Create focus questions. Blend focus questions to create Big Questions to guide the unit.

The focus questions will guide the learning experiences and are generated from the specific outcomes. They address what knowledge, skills, attributes are to be learned?

The Big Questions guide the entire unit, are general in nature and connect to several disciplines.

They are often posted in the room to provide a focus for the class.

For Example: Focus questions were created by reworking the outcomes; they were the foundation for relevant questions. Big questions were constructed to help students and teachers see the direction of the unit and what was important to know.

FOCUS QUESTIONS

- What are the structures and functions of the body systems and their major organs?
- What are the physical, emotional, and interpersonal changes that happen at puberty?
- How does peer pressure affect behavior?
- How do art and media influence self-esteem?
- How does knowledge of food and eating habits relate to how we live?
- How does the concept of beauty relate to healthy living?
- What factors contribute to good health?

A second step is to blend focus questions to create Big Questions to guide the unit.

BIG QUESTIONS

- How does healthy living relate to our major organs and body systems?
- What factors affect self-esteem?
- How can we boost self-esteem?

Step 5: Brainstorm with students what they already know about the Big Questions.

Possibly use a KWL chart. This step will determine the direction of the curriculum and may indeed shift the details offered in the next step.

Step 6: Decide on a culminating task.

Most appropriately, the culminating task should be a performance based that draws everything together and provides an opportunity for students to demonstrate understanding of the outcomes of the unit. Research fair, debate, performance, presentations, etc. The performance and rubric for assessment are given to the students at the beginning of the unit.

For Example: The following performance task was created considering the alignment of assessment with outcomes:

Your group has been granted a booth at the Health Fair. The slogan for the fair is, "A healthy living develops from an understanding of the human body, body image, peer pressure and self-esteem." Your task is to convince the 6th grade and the general public who will attend the fair that this slogan is true. You will have a 15 minute time slot in which to present a docudram to convince them. Allow time for questions from the audience. There will be rotating audiences (of no more than 10 people per group); you will repeat your presentation five times.

Working in your group, write a docudrama that supports the slogan for the health fair. You should include examples of the impact of peer pressure, and how the body image affects self-esteem. What are healthy living habits? You need at least 3 examples from the media to prove your points. Include your visual display

of how a body system operates that demonstrates your application of art techniques.

You will be assessed on your written docudrama, your presentation skills, the completeness of the information you present, and your ability to answer the questions asked.

Step 7: Develop a grade-specific assessment rubric for the culminating task. The rubric should be comprehensive of what the student must know and do. They need to match the outcomes initially selected.

For Example: The rubrics included performance criteria for

- Completeness of content of the docudrama
- Quality of writing for the docudrama (persuasive writing)
- Use of examples from media to support the argument
- Use of visual art techniques with visual display of the body
- Dramatic and presentation skills (persuasive performance)

Step 8: Create a subset of learning experiences that lead to the culminating activity.

Determine what learning activities will be required to develop competencies in the identified outcomes. Determine what learning experiences will be required to perform well on the final performance assessment.

For Example: For each subset of outcomes identify:

- Focus questions
- Outcomes-as the learning activities unfold, more specific outcomes can usually be added to the more general ones.
- The know, do, and be-content, process, and affective-components
- Assessment tools
- Teaching and learning activities
- Modification strategies
- Resources

Activity 5

Parking Lot - Address outstanding concerns

AN OUTCOMES BASED WEB

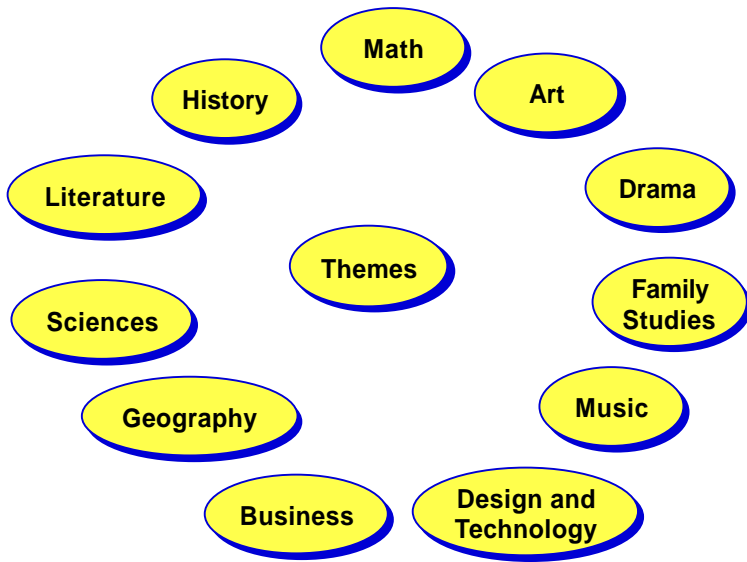
<p>UNDERSTANDING THE BODY Science and Technology</p> <ul style="list-style-type: none"> • Demonstrate understanding of the structure and function of the respiratory, circulatory, digestive, excretory, and nervous systems. • Investigate the structure and function of the major organs of the respiratory, circulatory, digestive, excretory, and nervous systems. <p>Visual Art</p> <ul style="list-style-type: none"> • Define the elements of design-including color, line, shape, form, space, and texture-and use them in a way that is appropriate for this grade when producing and responding to works of art. <p>Language</p> <ul style="list-style-type: none"> • Identify various types of media works and some techniques used in them • Analyze media work. • Speak clearly when making presentations. • Communicate ideas and information for a variety of purposes-for example, to present and support a viewpoint-and to specific audiences. 	<p>BODY IMAGE Physical and Health Education</p> <ul style="list-style-type: none"> • Analyze information that has an impact on healthy eating practices - for example, food labels, food guides, and care-of-teeth brochures. <p>Visual Art</p> <ul style="list-style-type: none"> • Describe students' interpretation of a variety of artworks, basing it on evidence from the works of art especially on ways in which an artist has used the elements of design to clarify meaning, and on students' own knowledge and experience. <p>Language</p> <ul style="list-style-type: none"> • Analyze media work.
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**HEALTHY LIVING
INFLUENCES SELF-ESTEEM**

<p>PEER PRESSURE Physical and Health Education</p> <ul style="list-style-type: none"> • Describe physical, emotional and interpersonal changes associated with puberty. <p>Language</p> <ul style="list-style-type: none"> • Identify various types of media works and some techniques used in them • Speak clearly when making presentations. • Speak clearly when making presentations. 	<p>SELF-ESTEEM Visual Art</p> <ul style="list-style-type: none"> • Produce two- and three-dimensional works of art that communicate a range of ideas-thoughts, feelings, and experiences-for specific purposes and to specific audiences. <p>Physical and Health Education</p> <ul style="list-style-type: none"> • Demonstrate factors that contribute to good health. <p>Language</p> <ul style="list-style-type: none"> • Contribute and work consecutively in groups.
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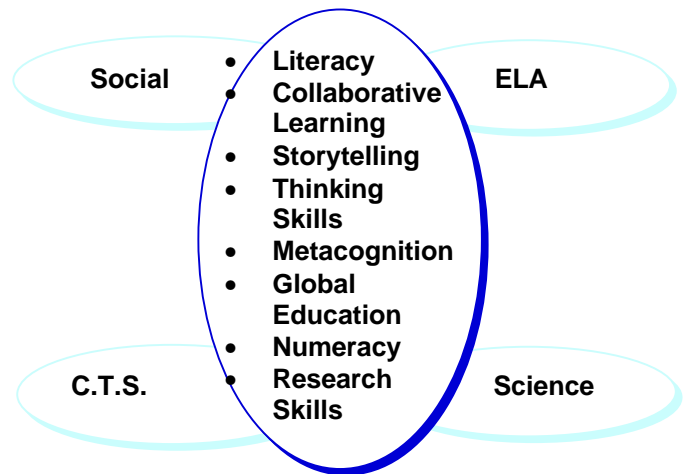
Source: Adapted from the work of Linda Hedley, Nancy Rose, Shirley Thompson, and Mike McDonald of Grand Erie District School Board Ontario as quoted in Drake, 00.

Appendix 1: Types of Integrated Units



Multidisciplinary

Interdisciplinary



Transdisciplinary

(Drake,00, p.4)

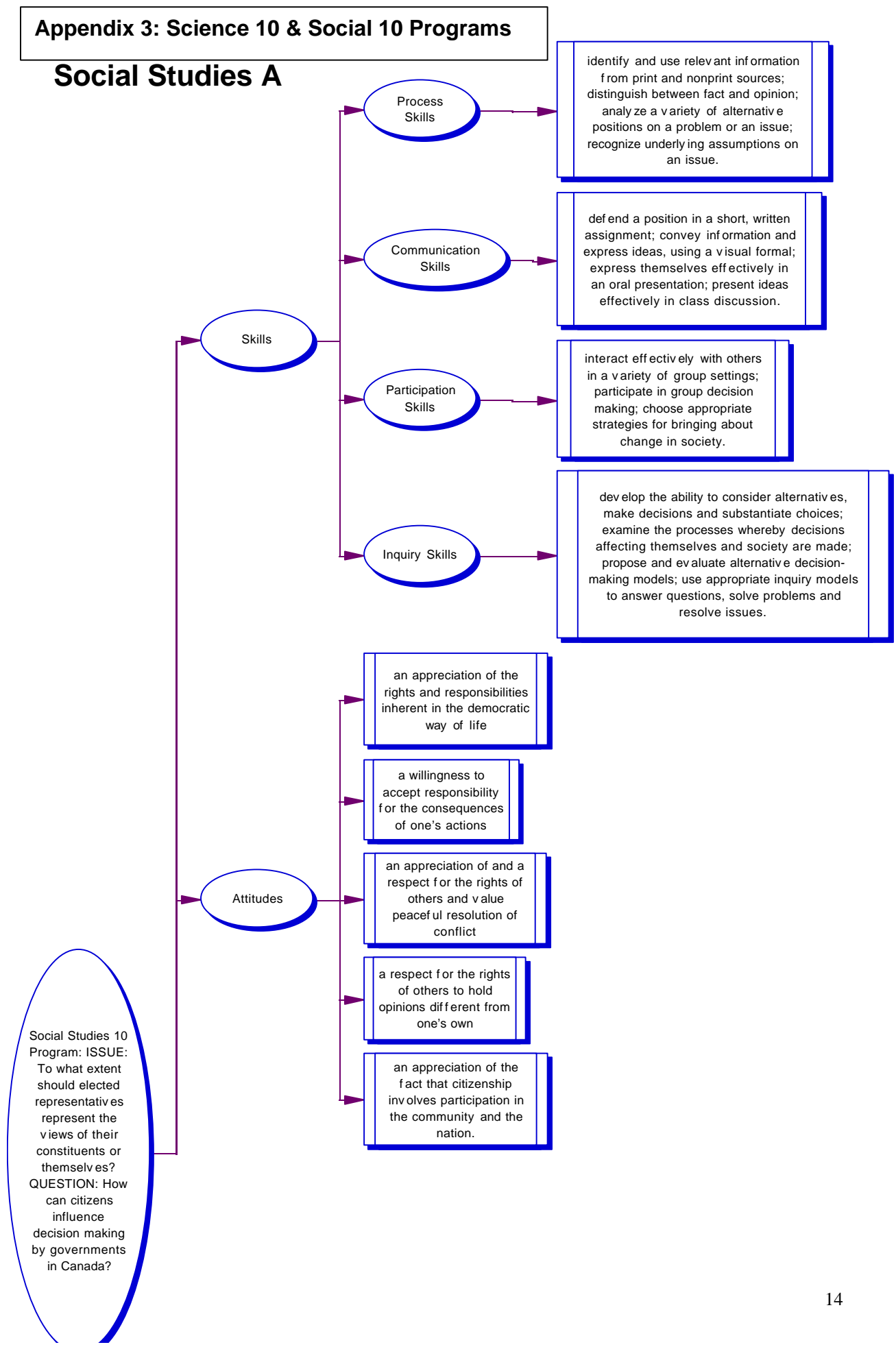
Appendix 2: Examples of Subject Specific Concepts

(Erickson 01, p. 29)

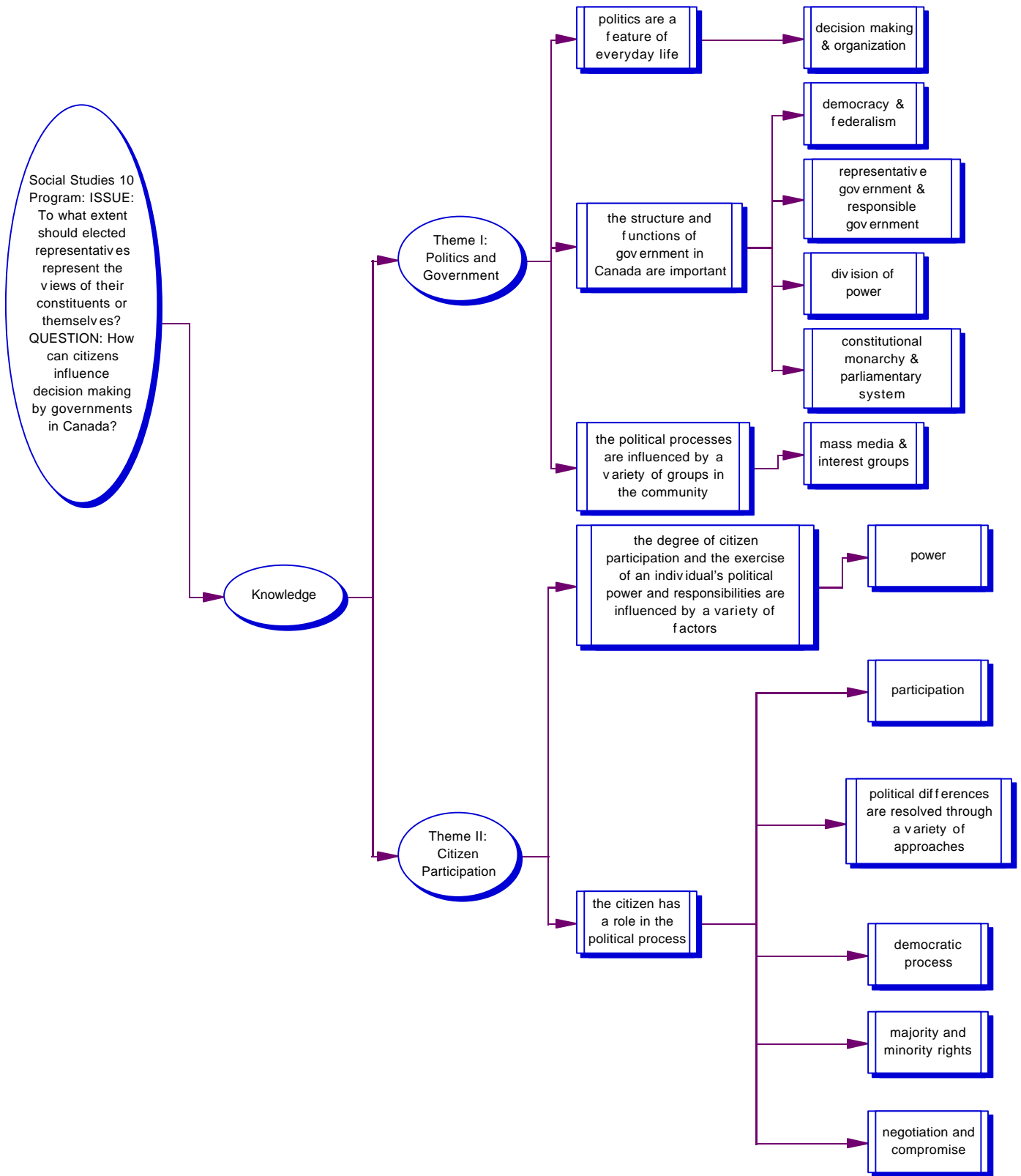
Science	Social Studies	Literature
Cause/effect Order Organism Population System Change Evolution Cycle Interaction Energy matter Equilibrium Field Force Model Time/space Theory Fundamental entities Replication	Cause/effect Order Patterns Population System Change/culture Evolution Cycle Interaction Perception Civilization Migration/immigration Interdependence Diversity Conflict/cooperation Innovation Beliefs/values	Cause/effect Order Patterns Character Interconnections Change Evolution Cycle Interaction Perception Intrigue Passion Hate Love Family Conflict/cooperation
Mathematics	Visual Art	Music
Ratio Proportion Scale Symmetry Probability Pattern Interaction Cause/effect Order Quantification System Theory Field Gradien Invariance Model	Rhythm Line Color Value Shape Texture Form Space Repetition Balance Angle Perception Position Motion Light	Rhythm Melody Harmony Tone Pitch Texture Form Tempo Dynamics Timbre Pattern Perception

Appendix 3: Science 10 & Social 10 Programs

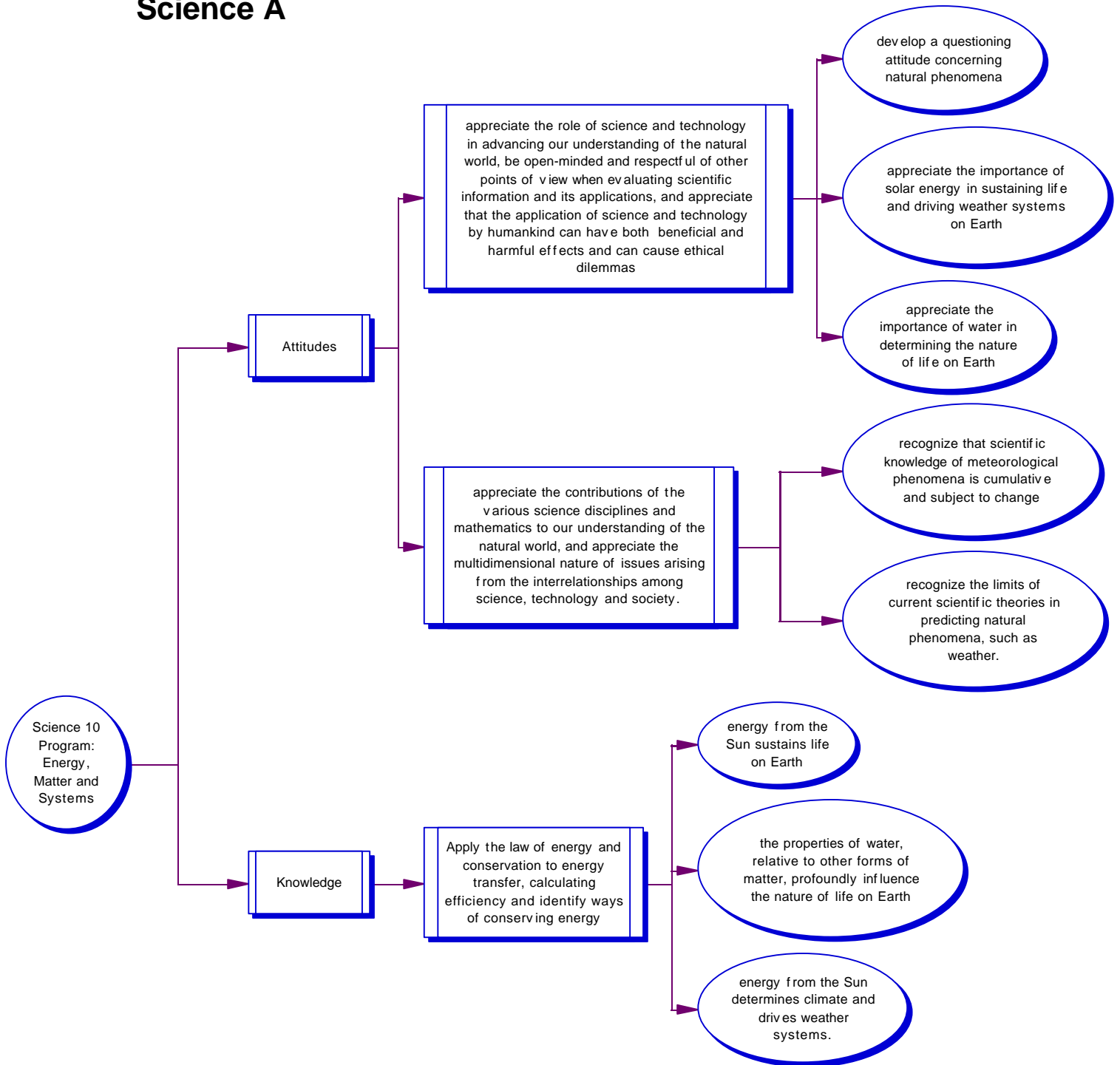
Social Studies A



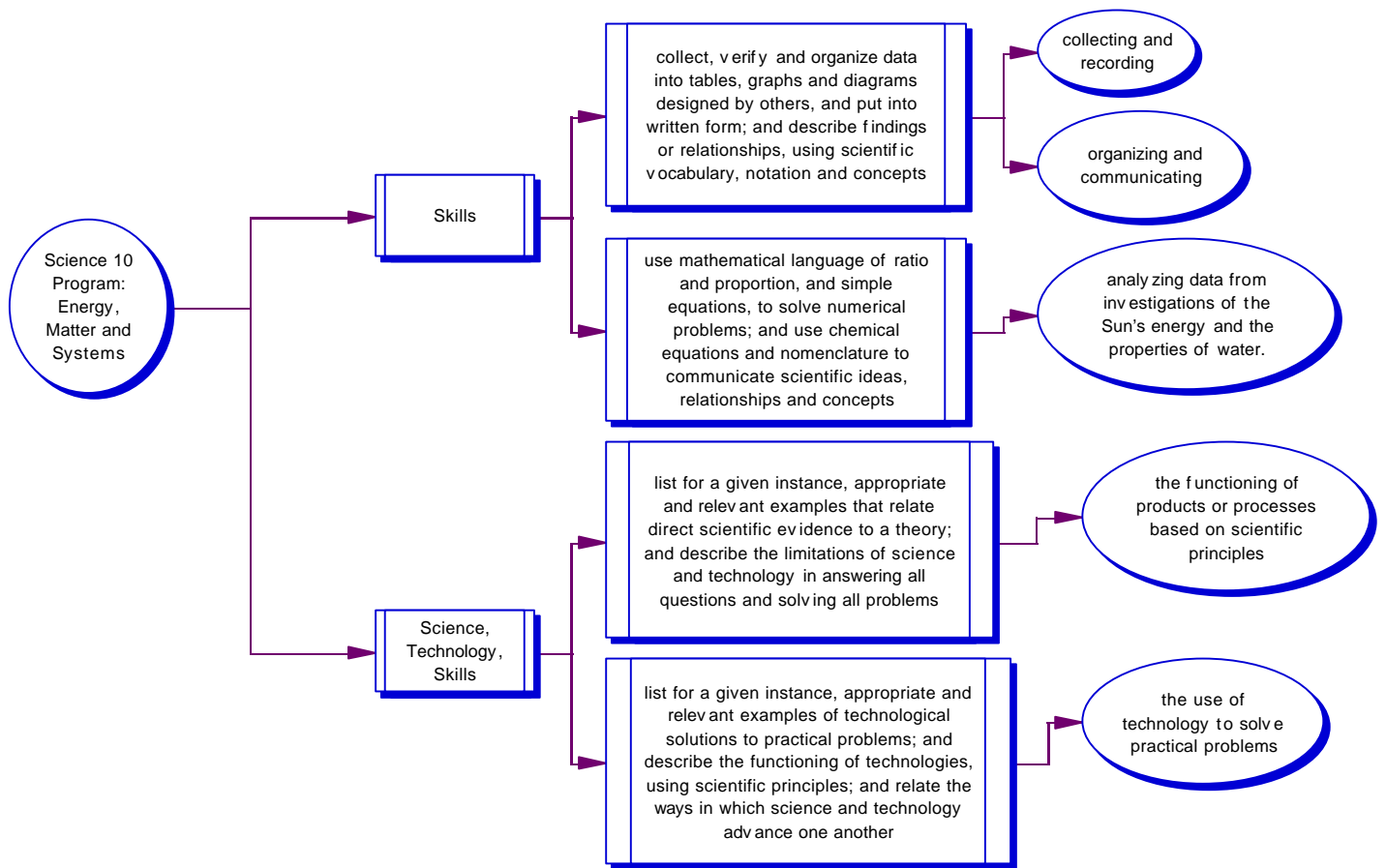
Social Studies B



Science A



Science B



Works Cited

Drake, S., (2000) *Integrated Curriculum: A Curriculum Handbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Erickson, L (2001) *Stirring the Head, Heart, and Soul, Second Edition*. Thousand Oaks, Cal: Corwin Press.

Wiggins, G., Mctighe, J. (1998) *Understanding by Design*

Facilitator's Notes

Materials List

Note: A copy of the Pilot Draft of the ELA Program of Studies 10-12 is essential for this session.

3x5 Post-it notes

Chart paper

Glue sticks

A pair of scissors for each group

11x17 enlargements of Appendix 3

PRESENTATION SUGGESTIONS

1. Parking lot: Put up a piece of chart paper labeled "Parking Lot". Participants may put their questions up on the Parking Lot at any time during the presentation. This will help keep the workshop on track. Near the end of the session, while the participants are working on other activities, group the questions into similar issues. Try to address the issues at the end of the presentation.
2. Why Consider Integrating section can be gone over fairly quickly. Do not make this a workshop on each of these concepts; rather make general connections between the theory and integrating.
3. Activity 1: Participants should bring their own experience to bear here. Invite the group to put the clarifying questions in the parking lot for consideration later rather than addressing them now
4. Activity 2: Participants should identify the language skills that must be taught if a student is to achieve success in a discipline. Consider sight vocabulary, specialized vocabulary, descriptive diction, conjunctions that show logical connections, text forms and text conventions.
5. This section is optional. Curriculum mapping is a major curriculum development strategy. If the presenter does not feel comfortable explaining it, it can be left out. It is a way of arriving at integration inductively by looking at what already exists and adapting in order to have a more coherent curriculum.
6. Activity 4: Participants should **not** use the most specific outcomes. They can move to the more general outcomes until they feel comfortable with finding connections. For step three, encourage participants to cut out the outcomes and glue them in groups on chart paper.
7. Activity 5: Group the questions into common themes. Respond to the themes. Invite the participants to contribute.