Integrated Middle School Humanities:
A Process Analysis

By Candice C. Carter

What is the process of integrating curriculum? How does a teacher integrate two subjects as one curriculum? What constitutes student success in an integrated course of study? The answers to these questions should illuminate points for planners, implementors, and evaluators of integrated curriculum to consider.

Common rationale for curriculum integration are reduced fragmentation of knowledge presentations with a more efficient use of instructional time, increased communication between teachers, students, and parents, and the application of discipline skills in students' lives.

Following are the major reasons advanced for integrating curricula. First, advocates of curriculum integration propose to reduce the traditional fragmentation of learning into separate subjects in distinct time blocks. Integration of previously separated curriculum subjects and skills may be a more efficient use of limited teaching time in schools (Craig, 1987; Drake, 1994). John Dewey (1990) identified the "...waste in education due to isolation...[and] the lack of coherence in its studies and methods" (p. 64). A second reason is to increase and enhance faculty communication and cooperation. Collaboration among teachers who work as a team to integrate the curriculum subjects for their students requires communication among faculty.

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Increased collaborative planning may reduce the isolation of teachers and the pitfalls of trying out new technologies alone while enabling teachers to correlate their lessons. Enhanced communication between students, their families, school and community members is a third reason for implementing integrated curriculum. Chris Stevenson and Judy S. Carr (1993) assert that home and school collaboration as well as community involvement can increase with the use of certain integrated studies. They also point out how community understanding of students as active members of their community results from interdisciplinary project learning. The fourth reason is epistemological. School restructuring proponents and instructors of special needs learners claim curriculum integration is more beneficial for students than separate subject and skills instruction (Keefe, 1992; Reid, Baker, Lasell, & Eastin, 1993; Shaeffer & Hook, 1993). Another assertion is curriculum integration increases students' abilities through the use of different learning modalities while making the school curricula more relevant to their lives (Amdur, 1993; Caine & Caine, 1991; Kovilak, 1986; McNeil, 1981; Tchudi, 1993). William V. Mayfield (1978) posited an epistemological rationale for enabling students to see the interdependent cultural connections between disciplines when he advocated curriculum integration. He also predicted the increased civic responsibility of a student who is educated with an integrated curriculum:

> ...responsible citizenship is best carried out by those whose vision is much broader than the metaphysics of their personal choices or academic specialization. (p. 24)

Educating students to become responsible problem solvers as citizens of a community imparts personal satisfaction when they can apply their skills in the "world of actualities" (Stevenson & Carr, 1993, p.189). According to John M. Jenkins and Daniel Tanner (1992), students who know the relationships among the disciplines about which they learn inside and outside of school are more "flexible" and "creative problem solvers" (p. 104).

The integration of curriculum across classrooms is accomplished in various ways. Teachers who integrate multiple subject courses face challenges in curriculum design, implementation, constituent reactions, and the evaluation of the curriculum's effectiveness. This study focuses on the process of integrating two distinct subject areas into one course titled "humanities": language arts (LA) and history-social science (HSS).

In this article, the design of one humanities curriculum, its implementation, and its effect upon students are described. The methodology employed for the data found is explained before the analysis of that data. The balance of form and content in the curriculum is discussed in a critical evaluation of the schooling process. The importance of focusing on the product, versus the process, of schooling is highlighted. Finally, a recommendation for future research in the field concludes this paper.

Method

Observational case study was the specific technique used for interpreting the process of curriculum integration in one middle school humanities course. With the techniques of case study research in education guidelines (Bogdan & Biklen, 1992; Merriam, 1988; Strauss & Corbin, 1990), analysis of descriptive "grounded" data was used to build theory.

Grounded data include field notes, artifacts, surveys, and transcriptions of audiotaped interviews. During and after observations, notes were recorded about the process of curriculum implementation. The course guidelines the teacher developed for the students and their parents, as well as those issued by the state, were collected as artifacts. Data acquired from student and teacher interviews include two transcribed audio tapes, and 22 survey questionnaires (see Appendix A). Low class attendance caused the 27 percent survey mortality rate on the "track change day" the teacher allowed for data collection. Informal interviews were held with the teacher and recorded in observational notes. Photographs and diagrams of the classroom that illustrated student and teacher locations during the curriculum implementation process were also used.

Inductive data analysis proceeded from observations to generalizations. The early data sets were coded to find categories for further data collection. Three sources of data were used for every triangulative check on the reliability of the information found. For example, student surveys and oral interviews proved that a variety of students with heterogeneous language skills liked the course and its teacher. The category for student feelings about the instructor was derived from the first data collected, which was autobiographic writing. While analyzing their description of previous school experiences, the researcer discovered from the students' statements that they liked the teacher of the course more than their previous teachers. The category of student feelings towards the teacher of this humanities class was later used in student interviews. It turned out to have a high dimension due to the instructor's popularity with his students. Another category extracted from the data for inclusion in the interviews was self-evaluation of student learning with the integrated curriculum. This open coding method of finding concepts and categories to use in further data collection and analysis resulted in an iterative approach to data collection.

Documentation of the social interaction of students and their teachers illuminates the socialization process in which students identify their roles as citizens of their class, school, and society. Student socialization for participation in the United States democracy is a goal of social studies courses (California History-Social Science Framework, 1988). Once the limitiations of student participation in the democratic process became evident in the data, theories about student socialization in school were incorporated into the analysis of the integrated humanities curricu-

lum. This method of incorporating existing theory for the analysis of an issue that is found in case study is described as "modified analytic induction" (Bogdan & Biklen, 1992 p. 69).

All references to subjects in the study are fictitious names. The duration of the case study was 12 weeks of a year-round school schedule. Observations of the subjects occurred two to four times per week for whole-class periods. One experienced teacher and his 30 heterogeneous seventh grade students, which included five Title I (underachieving) and Resource Specialist students, were the subjects of the case study. The researcher was a resource teacher who worked in the classroom in an inclusion model; assisting all students who needed help with the reading and writing assignments. Participant observation allowed the researcher to closely see and hear the processes and products of the subjects' learning experiences. The less obstrusive nature of a participant observor than an unaffiliated researcher or controlled environment reduces observer effects (Bogdan & Biklen, 1992). The resource teacher made no changes in the humanities teacher-designed curriculum to control for teacher effects in this study.

Theoretical Framework

The schooling process (Mehan, 1979) paradigm is an heuristic for analyzing the effects of the institution's practices. This conceptual tool organizes the aspects of schooling into three categories: form, content, and product. Form includes all the physical and social behaviors of the members of a school. Included in schooling form are the skills and activities, as well as the expressions and attitudes, of a school's participants. Content includes the education schooling provides. The intended and actual lessons students experience in a school is described as content. Product is the outcome of schooling. How the students have been intellectually, socially, and physically affected are the products of schooling.

A concern which this study demonstrates is the balance between form and content in the schooling process. The appropriate combination of emphasis on form and content is essential for a high quality product: students who have received a more complete education. This study illustrates how an over emphasis on the form of the schooling process can detract from the course content, which renders a lower quality product.

A schooling process that weights one component of an educational program more than the other can render an imbalanced product. Form-emphasized education can yield students who perform the skills and display the social attitudes they rehearsed in their school's culture. Content-emphasized education may fail to provide students with the skills to use their knowledge in culturally acceptable forms. While employing Paulo Friere's (1968) critical analysis of schooling, Hugh Mehan (1979) admonishes educators who develop or implement an imbalanced curriculum. "Treating culture in purely cognitive or purely behavioral terms is

alienating..." (p. 130). Imbalanced school experience "alienates" students from society in which competent people adapt to or change their life circumstances by integrating and applying their cultural knowledge with problem solving skills.

Competent citizens who can think about, problem solve, and enact those solutions in forms which their society respect, are the goal of schooling. Curriculum developers and educators should use the goal of competent citizens as a lens for observing the scale which weighs the form and content of school curriculum.

Figure 1
Components of Schooling

Process	Competencies	Product
Form social, physical skills, activities attitudes, expressions	cultural	performers
Content intellectual information application	cognitive	thinkers
Form and Content	cultural + cognitive	competent citizens

Case Study Data

Context Description

Fictitious names are used here for the description of the case study subjects. Buena Vista Middle School (BVMS) combined 1,100 rural and suburban students. The majority of them were Caucasian. Latinos and African-Americans were the smaller ethnic groups on campus. The students were of middle and low social and economic backgrounds. Single parents and grandparents were rearing several BVMS students. Parent involvement at BVMS was a challenging goal that the principal encouraged. The teacher of the class, Mr. Strong, fostered parental involvement by building it into the humanities curriculum he created for his students.

Mr. Strong handed the researcher his plans for every lesson in the school year prior to the first day of observation in his classroom. It was obvious that this veteran teacher spent considerable time developing those plans for his integrated LA and HSS curriculum. It was difficult to believe that he had found the time to create the 20-page Course Overview for his integrated curriculum around his other activites as the head of a large household and facilitator of both teacher and student Christian clubs on his campus. In response to the informal interview question about where Mr.

Strong acquired the thoroughly planned curriculum, he casually replied "At home on my computer." His desire to know in advance the daily activities of his students was evident from his extensive advance planning. Mr. Strong's preselection of the course topics and the time spent with each of them revealed his desire to control his students' learning experiences.

Teachers of the seventh grade world history course face a daunting task of teaching students all the recommended strands of HSS with an extensive chronology of world events. Diane Brooks, current president of the Council of State Social Studies Specialists, stated at the 1995 annual California Council for the Social Studies Conference that local options for teachers of the seventh grade world history course have been proposed to reduce the amount of extensive content in the course. Those options for selecting portions of the course material to cover not yet provided, Mr. Strong choose to limit the time on and depth of topics while retaining the breadth of course content in the seventh grade world history course. Was the challenge of developing a curriculum for integrating the seventh grade world history and language arts courses the reason Mr. Strong created a thoroughly preplanned curriculum? Were his personal creativity and need for control the catalysts for the extensive planning he did in advance of the school year? Or did his administrator's management decisions prompt Mr. Strong's curriculum development response?

Like all the teachers at BVMS, Mr. Strong was encouraged by his principal, Mr. Grand, to develop curriculum needed for instruction. Mr. Grand believed the school program benefitted more from teacher release time to develop curriculum units than from spending the same money to send them out for training. Mr. Strong wrote his curriculum at home on his computer during his three annual off-track breaks.

No other humanities teacher at BVMS prepared a completely integrated LA and HSS curriculum for their classroom. In the two other seventh grade humanities classes observed at BVMS, HSS curriculum came directly from the district-provided history textbook which is organized around distinct cultures and regions of the world. One of those teachers, Miss Blanca, did occasionally integrate LA and HSS lessons by having the students write fiction that had to be set in the historical context about which they were taught in their HSS lessons. In those writings, the students were expected to show their historical knowledge creatively. To acquire their historical knowledge, they needed the ability to read and comprehend their history textbooks, as well as the "notes" Miss Blanca wrote for them to copy. Successfully demonstrating that knowledge in creative writing presented another LA challenge, especially for students who had below grade level LA skills. Title I students in Miss Blanca's class needed much peer and teacher support to succeed in those writing tasks. It was difficult for them to be creative and historically accurate while they tried to write in correct form. Two of the three factors in one assignment was all they could manage well. In the integrated humanities curriculum Mr. Strong developed, students wrote compositions to explain how historical

themes were evident in world history. The expository writing of Strong's students required the ability to clearly recount historical events. Fiction was not included in his curriculum.

Curriculum Design

The goals for the humanities course were derived from the California LA and HSS Frameworks. Mr. Strong used those frameworks and the course materials that were provided at the school to design his integrated curriculum. His desire to create a curriculum that would work for all his students was a response to his observation that "Kids can read small amounts, but not whole chapters [of their history textbook]." In the researcher's experience, the teacher belief that their students cannot read their history textbook "...because it is written above their reading level..." is commonplace.

In schools where teachers are provided only reference materials and textbooks for instruction, curriculum integration is accomplished by adapting existing materials. Ray Doerhoff (1981) observed early in the integration efforts of teachers and small school districts that they do not have the resources, time and money, to write their own integrated curriculum. Consequently, they adapt the commercially prepared materials to teach with an integrated approach.

Teachers of history who use textbooks and other reading materials as their curriculum tool face the task of scaffolding students' reading skills. For various reasons, students do not have homogeneous reading abilities. While some students can read the texts which are provided as their medium for learning, there are others in the classroom who lack sufficient reading skills for solitary success with reading text. Consequently, their teachers need to find means to enable the less-abled readers to either read the literature provided, or learn the course materials without the texts. Learning course materials without reading text can be accomplished in several ways, full description would be beyond the scope of this study. One approach to the task of using text to teach history is to reduce the amount of reading the students do and provide an alternative activity which facilitates their learning. An example of a reduction approach is sampling; reading samples from different parts of the reading materials. Sampling the information in their history textbook was the technique Mr. Strong used.

The LA strand of Strong's integrated curriculum required students to read different samples of historical text, give oral reports, and to write about the information they read. Its language process approach included writing which was drafted and then refined with editing before a final draft was completed, along with its oral presentation. Instead of reading, reporting, and writing about the contents of an entire chapter in a book, the students were given preselected aspects as "samples" of an historical theme of the week for which they were personally responsible. Mr. Strong preselected events throughout history for each student's portion of the theme's examples in their textbook. The content coverage of the

theme of the week was accomplished with Mr. Strong's introductory lecture at the beginning of the week, followed by student research, writing, and reporting in oral presentations to the entire class. Those oral reports consisted of their reading subject samples from a book, usually their textbook, and their notes in the beginning of the week, then their completed essay on the topic later in the week. Reading and speaking to the class was required of every student. Thus the LA component of Strong's integrated curriculum included listening, reading, writing, and speaking. Although it did not include grammar instruction, it did have spelling, punctuation, and capitalization in its mechanics strand. All of the curriculum's language activities centered on historical concepts which he used as themes.

The HSS strand of Strong's integrated curriculum was organized by its thematic contents. The California HSS Framework recommends that seventh grade students learn about world history from the end of the Roman Empire to the beginning of the American Revolution. To cover such a large period of world history in one school year, seventh grade teachers either proceed in chronological order of historical events, teach about the development of different cultures and countries, or use themes in world history for organizing the course content. Mr Strong chose the thematic approach that focused on concepts that are integral to history-social science curriculum. Sydney Farivar (1993) claims presentations of concepts are essential to cross-curricular integration with HSS. That approach has been recommended by educators like John Hergesheimer (1989) as a means to attaining the in-depth historical knowledge which seventh grade students are expected to have before they proceed to analyze United States History in their next school year.

Mr. Strong designed his thematic curriculum to provide historical breadth and present HSS concepts. Brophy (1990) identified those goals among others for HSS instruction. According to Brophy, the key features HSS instruction should include are:

> (a) The curriculum balances breadth and depth by addressing limited content but developing this content sufficiently to foster conceptual understanding.
> (b) The content is organized around a limited number of powerful ideas (basic understandings and principles).
> (c) Teaching emphasizes the relationships or connections between these ideas.
> (d) Students regularly get opportunities to actively process information and construct meaning.
> (e) Higher order thinking skills are not taught as a separate skills curriculum but instead are developed in the process of teaching subject-matter knowledge within application contexts that call for students to relate what they are learning to their lives outside of school by thinking critically or creatively about it or using it to solve problems or make decisions. (Brophy, 1990, p. 2)

Finding samples of history to illustrate HSS concepts was a process that fragmented the content of the course while overlooking the chronology of human events and the

important relationships between these events. Lacking the opportunity to apply the human relations concepts during the weekly research and report exercises, the students were left to think for themselves about how the concepts were relevant to their lives and current world affairs. The limitation of content in the curriculum resulted from Strong's focus on form. The correct form for reading and reporting about historical events were the two competencies Strong's students were expected to achieve. No formative or summative examinations of LA or HSS knowledge were included in Mr. Strong's curriculum.

The integration of LA and HSS in Mr. Strong's course was accomplished by teaching LA skills with HSS content. The integration of subjects, specifically LA and HSS, has been tried with a variety of approaches. The method of using one course as the subject matter to know, and the other course as the skills to attain, has also been applied by published curriculum developers. That approach makes the focus on two subjects as one appear like a natural task. It is natural for a person to need both the skills to achieve a task as well as to have knowledge of the field in which the task exists. People learn skills to apply them in some field. A curriculum that has been designed to have natural task appearance simulates the world of work outside of school. The curriculum quality of natural appearance was evident in the method by which Mr. Strong integrated two mutually-dependent subjects in one curriculum. Recording and reading history requires language skills. The skill and content knowledge integration of his curriculum was most evident in the students' tasks of written and oral presentation. His requirement that all students provide HSS information in oral as well as written activities highlighted the skills-task relationship of integrated subjects.

The curriculum component notably missing from Mr. Strong's natural appearing task design was the absence of higher order thinking; relevancy to students' lives and how to apply the HSS concepts they covered in their reports. Like reporters, the students did not shape their history, they told and wrote it. The students' tasks required production of HSS and LA form. The form-focused process of producing reporters was accomplished with the provision of explicit directions.

Curriculum Implementation

Mr. Strong provided explicit directions for his students. He showed and told his students their tasks in a course syllabus, with classroom wall-charts and demonstrations. The curriculum plan he published included several pages beyond the Course Overview that made explicit to his students their task for each calendar day of the school year and how it should be accomplished.

Parent involvement was an essential component of Mr. Strong's curriculum. Parents were informed that they were expected to assist their child in the preparation of the weekly chapter writing and oral presentation. In addition, the parents were required to sign the Parent Signature Grade Sheet every week for points towards their child's grade in the course. The required parent involvement eliminated the

common parent and student response to a failing grade—"I didn't know [what assignments were due or how to do them]."

The weekly oral presentation to the class of the students' writing also prompted more parent involvement. Parents and students who were concerned about the quality of the oral presentation rehearsed at home. One of the students who was usually worried about her ability to perform orally in front of the class sought her father's help with rehearsals when he was at home. This Title I identified student had not asked her parents for help with other course assignments. Like other Title I students in the class, communication with her family about her school and homework assignments had been infrequent.

The oral presentation of the students' written history book chapter of the week was rated and and added as ten percent of the students' course grades. The rating was done by student judges who were rotated into the position on a schedule. Each of the three judges had a stack of number cards from which to show the rating they chose for the student who just presented. Raters who gave any student less than the maximum three points had to justify that rating to the teacher. The justification took the form of a public critique of the presentation to which all the students in the class were expected to listen.

Accepting the public ratings of their oral presentations became more interesting as the school year passed. Instead of her initial behavior of looking down to avoid eye contact with classmates during the predictable critique due to her very low reading ability, Linda, a shy girl, learned to look at the judges directly while she listened to their criticism that they could not understand what she read. Linda did not receive oral presentation rehearsals at home, but did her best in front of the class to pronounce the challenging multicultural vocabulary that is included in the humanities course content. Like all the students, Linda could have asked Mr. Strong for pronunciation help without losing rating points during the "Springboard" presentation of historical information in the first performance of the week. Linda was reluctant to ask for help in most classroom activities. By the final presentation, the students were expected to have rehearsed enough to not need help with pronunciation.

Since the students were all reading different assigned "samples" (Strong's terminology) of world history each week, they often had not learned the correct pronunciation for the vocabulary presented. Much of the HSS vocabulary was new for them and their decoding skills were limited. Consequently, several students mispronounced words in their initial and final oral presentations. Nevertheless, Mr. Strong never interrupted them to correct their pronunciation. If the judges did not know the words were mispronounced, they did not reduce the performer's points. It became evident that the judges' lack of pronunciation knowledge matched that of the presenter within the student rating of student assessment system. The need for reading instruction, especially pronunciation skills, became apparent during those mispronunciations of historical vocabulary in Mr. Strong's history reporting course.

Not all strands of common LA instruction were included in Mr. Strong's integrated humanities curriculum. In their interviews, several students expressed their desire to work together in class and discuss the materials with their classmates. Discussion of the material read is usually done in LA courses. Mr. Strong dropped that component from his curriculum. His lectures in the beginning of each week to introduce the theme and the vocabulary specific to it, along with the students' oral presentations, replaced student groups which he allowed the previous year. Language analysis was another common LA strand that was not included in Mr. Strong's curriculum. Instead of reading the grammar books that another BVMS humanities teacher used for LA lessons, Mr. Strong had them reading, speaking, and writing history. A comparison of the effect of using the natural task approach of Mr. Strong or the traditional language analysis instruction which his colleagues implemented should be researched.

How did Mr. Strong keep the class from holding discussions? He hung reversible behavior management signs at the front of the classroom that prescribed the correct student behavior at all times. During most of the class time, three posterboard signs suspended from a rope on the front of the classroom stated "assigned seat, raise hand, and silence." During the periods students were given time to individually read their history books, take notes, and write their chapter for the week, Mr. Strong sometimes reversed the behavior signs to allow student movement and low voices to seek teacher assistance with their task. Mr. Strong rewarded appropriately-behaved students he noticed with additional grade points. He always made a public display of the points he awarded and those he subtracted, "strikes," from students who had inappropriate behaviors.

Mr. Strong quietly stated "One strike Craig" while he recorded the lost grade point in a behavior ledger he kept. Seconds latter, he pulled a gold-painted pebble out of a glass jar high on a self, which his tall muscular body easily reached, and handed it to another student as a token reward for on-task behavior. At the end of the class period Craig returned a gold nugget to Mr. Strong as reminder to record his positive behavior grade point. While quietly seated in the front of the room next to a student who was reading notes on her thematic topic sample during the long weekly Springboard activity, Mr. Strong pulled out a bottle of liquid potpourri and proceeded to spray it near at a student who was slouched over his desktop. The spicy scent quietly alerted the student to the point he lost for not showing active listening to the student at the speaker's station. The other students in the class silently laughed at Mr. Strong's stimulating discipline.

One student's interview explanation of why she likes Mr. Strong, "He's not boring!"—echoed in most of the student questionnaire answers. The majority of the students responded to my question (see Appendix A) "What do you like about this humanities class?" with their regard for Mr. Strong. "Fun" was the adjective they used to explain what they liked about the teacher in response to that question about the class. Apparently, those students rated the class with their impression of Mr.

Strong's entertaining behavior management. However, a small percentage of the students evaluated the course by their own learning assessment, possibly an echo of their parents' impressions of the limitation of their children's content knowledge within that curriculum integration process.

A component of the curriculum's form was the student's socialization as workers. Mr. Strong established an entertaining environment to keep his students behaving correctly while they worked on routine assignments that did not draw from their creative intellectual potential. With humor and satire the students were enticed into following orders from a personality to which they could relate. In his task master roll, Mr. Strong spoke "teenage language" (his terminology) with his students. Sarcasm and popular teen terms were frequently used when he reprimanded students for failing to stay on their assigned tasks. His students were socialized to believe the leader needs to communicate at a low level in an entertaining manner to relate to them in their workplace—a LA classroom.

Curriculum Outcomes

The students quickly learned the routine they had to follow. The explicit directions for their behaviors augmented the students' abilities to perform as reporters in Mr. Strong's class. There was no confusion about what activities, behaviors, and products were required for success. The clarity of the process he created kept students focused on their tasks. They never needed to think about how to do new types of activities or how to behave in different types of lessons. The students were formatted to process historical data without engaging in historical thinking.

Data from students' interviews showed positive regard for Mr. Strong by the majority of his class. Most of the students said they liked their teacher. It was evident from their written evaluations of the course that they did not distinguish the teacher from the course or his curriculum. Their evaluations of the knowledge they were gaining in the course focused mostly on LA form. The majority of the students said they learned LA skills in the course.

Two students stated in their interviews that they learned nothing in Mr. Strong's class. Was their negative evaluation of their learning due to a perception of the integrated LA and HSS curriculum as a single subject? Since both the negative evaluations of the course's effect came from students who had advanced language arts skills, they may have felt the emphasis on speaking, reading, and writing were not what they needed to develop. Could it be that they recognized the form orientation of the course, realized they already had acquired those cultural competencies, and felt a need for acquiring content competence? Were they alienated by the separation of form and content in the process of schooling?

The LA skills of the Title I students in Mr. Strong's class advanced. Instead of the unsatisfactory (D) grades they received from their previous LA teachers, they earned good (B) grade marks in Mr. Strong's class. Although initially mispro-

nounced, historical terms flowed from the mouths of all the students with greater facility each week. If they did not learn the chronology of historical events, they did acquire a vocabulary with which they could speak about world events, when given the opportunity in some other context. By the end of the year, the chapters of the book they were writing, "How the World Got Ready for the U.S.A.," provided evidence of their exposure to world history that preceded the American Revolution. That curriculum effect satisfied some of the HSS course objectives that were recommended in the California HSS Framework. What about the rest of the HSS objectives that the integrated humanities course did not fulfill?

According to Brophy's (1990) list of goals for HSS, those in the California HSS Framework, and the HSS standards issued by the National Center for History in the Schools (1994), this integrated humanities course was not sufficiently developed. It lacked the critical thinking and application components of HSS instruction as well as the analysis of complete cultures and the events that created their histories. The lack of analysis and application of human relations principles also rendered the course content as less relevant to their current lives and global neighborhood than it could, and should, have been. By sampling historical texts for thematic content, students missed the chronological and cultural frameworks which hold the big picture of history. The thematic pieces of the history puzzle needed to be connected and the concepts applied by the students to enable them to use their critical thinking skills for an analysis of past and present human events.

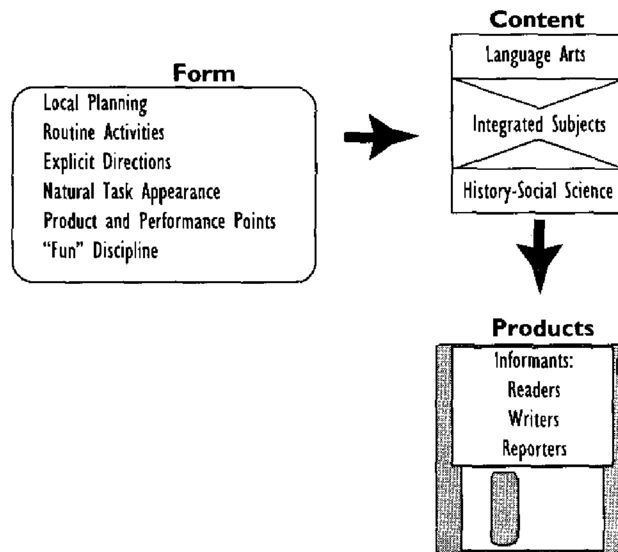
The teacher's preoccupation with the form of the curriculum he designed was a result of holding the process as his focal point instead of the product it produced. Notable components of the curriculum form he designed are depicted in Figure 2. This teacher-designed curriculum process was largely form with limited contents. The products were informants: readers, writers, and reporters of HSS events. Students trained with this process can be perceived as data bases with sufficient programming for the reproduction of information, cultural transmission. The production of people who can transform their environment was not the goal of this humanities curriculum. The process of a transformation curriculum (Friere, 1968; Provus, 1971) would include student engagement and application of the concepts they learned in content focused experiences.

The authentic assessment of HSS includes measuring students' applications of the concepts in that field. Published standards for historical thinking include:

> Chronological thinking;
> Historical comprehension;
> Historical analysis and interpretation;
> Historical research capabilities;
> Historical issues-analysis and decision-making.
> (National Center for History in the Schools, 1994)

The design, implementation, and evaluation of an appropriate curriculum must

Figure 2
Components of Integrated Curriculum



focus on the product which is the goal of its production. The new standards for HSS instruction may help teachers and publishers develop process' in which students can acquire HSS content for a transformative education. Mr. Strong's thematic integrated curriculum could be redesigned to include student participation in content-oriented activities before they report their findings about historical concepts to their class.

Balance of Form and Content

What is the outcome of schooling that emphasizes form more than content? When content is deferred to form within an integrated curriculum, the student's education is misconducted. The activities and skills that students are provided in the form of their schooling should be aimed beyond their classroom performance towards acquisition and application of knowledge in their world. Students need content that is made relevant and applicable in a suitable form.

The curriculum which was the focus of this study emphasized the form of the students' education. The teacher designed activities to develop skills for the transmission of skills and limited subject knowledge. By following recommenda-

tions in guidelines from the two subject fields he was assigned for instruction, the teacher carefully planned an integrated curriculum. As a curriculum designer, he incorporated components of advocated teaching techniques, process writing, whole language, and thematic instruction in an integrated curriculum (Farivar; 1993, Kovalik; 1986, Leary; 1993). With what he believed was the right form for his curriculum, the teacher continually worked at refining it for improved student production. Curriculum design and delivery was the daily occupation of this active teacher who continually adapted it for smoother delivery and student production.

The form orientation of the curriculum the teacher developed may have resulted from an emphasis on the form of curriculum he read in the copious education literature which prescribes methods for curriculum delivery. Similar to the teacher support journals full of reproducible activities for teachers to use, the process of schooling, instead of the product, was the focal point of Mr. Strong's integrated curriculum.

The product of this form-focused curriculum was student informants. The students learned to read, write, and speak historical vocabulary. Their training was similar to early models of English as a second language (ESL) courses that focus on teaching the form of a new language before its application. Like ESL students in a grammar-based course, Mr. Strong's students learned the structure and vocabulary for writing a new language: world history. Their newly acquired LA skills were performed and authentically evaluated by their audience and their instructor. Like computer disks and newscasters, these students were formatted for communicating information. They were not taught how to use the information on their own, or as a group, or shown its relevancy to their lives.

This curriculum met the first criteria that Johanna K. Lemlech (1983) set forth for a "balanced" social studies curriculum: "acquisition of information and basic skills" (p.182). However, it needed to expand its focus to include the other criteria consisting of "development of self, social attitudes, and problem-solving skills" (ibid). Authentic assessment of those components of the HSS strands of this integrated curriculum could have revealed to the teacher the limitations of his curriculum process.

Discussion and Conclusions

This case study illustrates the process of curriculum integration in one classroom. Integration of two subjects into one curriculum was done in response to the challenge of teaching multiple subjects in a single middle school class, the recommendations for effectively teaching middle school students, and framework guidelines.

Data collected on the design, implementation, and effect of using an integrated humanities curriculum showed factors which constituted its locally controlled form. First, local planning by the teacher allowed its continual modification to

match the teacher's style, available materials, and selected goals. Second, routine activities were designed with explicit directions to make clear to students the work and behaviors they were expected to produce. Third, natural task appearance existed in the demand for skill development within a field of knowledge. Instead of practicing decontextualized skills, the students saw a need for those skills to transmit information. Fourth, student evaluation extended beyond the product they created. Authentic assessment included the students' products, language performances, process behaviors, and parental participation in that process. Finally, stimulating "fun" teacher behaviors provided the creativity factor, as a means of classroom control, which the tasks lacked. The teacher "was not boring" like other routine-oriented history teachers the students had in previous classes. Lack of creativity in the study of form-focused history tasks was provided by the teacher's stimulation and control behaviors in his classroom. The students perceived their teacher as the creativity factor which his curriculum lacked.

Student success with the integrated curriculum was limited. Their transmission of information and their performance in that process constituted student success with achieving the goals they were given in the course. When the students achieved their teacher's limited but clearly provided goals, he evaluated them as a success. The actual limitation of their success was not made evident in the teacher's evaluation because of the incompleteness of his integrated curriculum. His self-created integrated curriculum lacked content with corresponding assessments which should be included in the two courses he integrated. Student instruction and assessment did not exist for the strands of the subjects which were missing in the curriculum.

The balance between form and content in curriculum design and delivery was a challenge for the teacher who continually worked to develop an integrated humanities curriculum. His focus on form in education resulted in a schooling process that lacked sufficient content. The teacher gave high evaluations to his students for the form they accomplished in his course. It was apparent that the teacher did not realize his students needed more content in the integrated curriculum for its application to their lives. As stated above, he may have overlooked the limitations of his curriculum due to his occupation with the process of its implementation. If he had designed his curriculum with the goal of producing critically-thinking and acting student citizens of the world, then the process may have balanced schooling form and content.

Teacher training that demonstrates the requisite content of subjects and classroom management skills for instruction of that content would provide Mr. Strong and other veterans, as well as beginning teachers, the means to creating and implementing balanced curricula. Advocates of thematic teaching for curriculum integration should first focus on the student outcomes that are sought with lessons designed around each theme. Sandra N. Kaplan's (1986) grid system for planning the content, process, and product of student's learning experiences could be

enhanced by the inclusion of student competencies that result from their engagement in the process and production of the lesson product. Beyond reporting and discussion, competencies would include evidence of student analysis and synthesis of information transmitted in application activities that are relevant to their lives. Curriculum planners and teachers can evaluate student outcomes in content applications such as simulations, or actual enactments in their global communities now accessible with current technology.

The issue has been addressed that curriculum integration can fail to provide complete instruction in the subject areas it combines when it focuses on the form of schooling more than the content. If curriculum is integrated, content is diminished when emphasis on form outweighs the content. Further research should evaluate the products of integrated curriculum as well as other types of form-focused curriculum that diminish content.

The process of integrating curriculum entails the design and implementation of teaching materials and strategies for the simultaneous instruction in more than one skill or subject area. The design of an integrated curriculum must focus on its product, students with new knowledge and the skills to apply it in their environment. A teacher who designs or implements a curriculum must first envision its product before its form and content are combined. The teacher's vision of its product should determine the curriculum's design. Balance of form and content in an integrated curriculum is lost when it is not designed to develop a thinking as well as functioning product. Student success is measured by their ability to think with new constructs and apply them. That vision of a curriculum product should help planners, implementors, and evaluators of integrated curriculum to assess its quality.

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Appendix A

Interview /Survey Questions

1. Please describe how you feel right now.
2. How do you feel about the lessons you are learning in your humanities class?
3. What is the easiest part of the lessons?
4. What do you like about the lessons you are learning in your humanities class?
5. If you could plan the lessons for your humanities class, how would you improve them?
6. So far this year, what have you learned to do for the first time, or learned to do better in your humanities class?

Thank you for your careful answers to this survey.