CAPE - Centre for Academic and Personal Excellence

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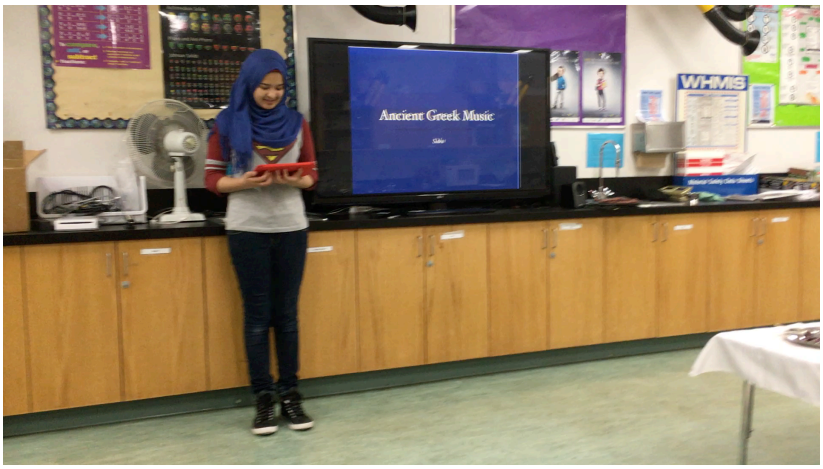
Total Integration

Total integration is a term used to describe a "whole" learning process where the core content is made richer with experiences that include the arts, physical education, health and wellness, on-site learning in the community, and social skill development.

CAPE intertwines core learning. The program foundations come from the social studies and science. Language skills are developed within the social studies concepts while the mathematics skills merge with the science concepts. Learning experiences are added to enrich the learning and help the material flourish to become more meaningful, more interactive, and more personal for the students.

One of the best examples is science fair. Each student engages in an area of study that is of interest to s(he). Academic areas developed include language, mathematics, science, technology, public speaking, research, to name only a few. However, it also encourages the development of personal skills such as perseverance, risk-taking, life-long learning, cooperation, resilience, compassion, acceptance, respect, and more. Furthermore, this type of learning fosters ingenuity and creativity, exploration and inquisitiveness.

Science Fair Presentation



Ancient Greek Culture integrated into science concept of atomic theory and the Greek Feast.

In this model, the school day is structured into five main parts:

- Humanities: Language, Social Studies, Technology, Projects: Art, Music, Creative Writing, Health, Comparative Religions, Comparative Political Studies, Heritage Fair, Multiculturalism, and many more of our present projects.
- Sciences: Math, Science, Technology, and Projects: Environmental Studies, Science Fair, Health, Art, Physical Education, and many more of our present projects.
- Daily Physical Education
- Literacy and numeracy K-9 tiered program
- Friday multigrade projects

Benefits of Integrated Programming

How Does Personalization Fit into Total Integration?

Student Benefits	Teacher / School Benefits
Students receive programming from teachers who are delivering programs in their area(s) of specialty.	Teachers are able to focus on the areas of expertise.
Greater uniformity of program development, delivery and assessment.	Development of lead teachers and mentors in the school.
Students reap the benefit of a consistent approach or methodology in teaching. They are spending less time adapting to differences between teachers and expectations. This also reduces stress.	Greater uniformity of program development, delivery and assessment.
Reduced work for students as the objectives of many areas can be addressed at the same time. This is a "work smarter, not harder" strategy.	Supports the development of an education plan rich in ideas and experiences. The plan would be completed before the start of the school year, so that teachers have the opportunity to focus on program delivery and assessment during the year. Ideally, this reduces the mid-year workload.
Learning becomes more experiential and applied, therefore becoming more personal.	Increased uniformity of assessments; formative and summative. Assessment strategies and materials are developed in the planning phase.
Reduced waste of time in class changes.	Encourages teachers to engage in team planning and team teaching.
Reduced student stress due to transitions.	Encourages teachers to engage in cross-grade teaching and groups.
Greater flexibility for individualization of the program as this model lends itself to teaching and learning through individual projects.	Encourages teachers to introduce concepts outside of the scope of the mandated curriculum.
Increased uniformity of assessments; formative and summative.	Encourages teachers to support student-lead learning experiences.
Emphasis on learning as a whole, rather than in piecemeal chunks; holistic learning. This means students are not trying to place their knowledge into subject compartments; language, math, social, science, etc. Learning practice is more closely related to real life learning, not subject-specific.	Increases the teachers ability to provide data-driven personalized programs for each student.
Greater emphasis on community links and learning in the community.	Encourages teachers to engage in holistic teaching and learning.
Allows for applied learning, and hands on learning, and 20th century problem solving. Greater student engagement in the learning process and choices to demonstrate learning.	Encourages teachers to integrate community expertise in the program fostering greater student interest and engagement.

In summary, this approach expands on the original CAPE integrated projects and extends and enhances the scope of the integration to provide a core-focused program rich with learning experiences.

CAPE has always had a focus on personalized programming. This means recognizing how each student learns and the possible need of something just slightly different than the neighbour. Through this approach, students still have access to project choice. There continues to be assistance through the literacy and numeracy programs. Programs can still be adapted to address student need through the use of technology, readers, scribes, kinaesthetic experiences, etc. Personalized program plans (IPPs) are developed for all students who require some specialized program support.

Information about Cycling

The Alberta Program of Studies is organized in such a way that concepts are introduced and then revisited a number of times within the K to 12 system. In language and mathematics, concepts are introduced each year and with each progressive grade, complexity grows. In social studies and science, the specific outcomes are topic-specific. However, the general scientific concepts are visited 3-4 times before a student completes high school. For example, concepts about ecosystems can be found in grade 2, grade 5, and grade 7 science, along with every high school biology class.

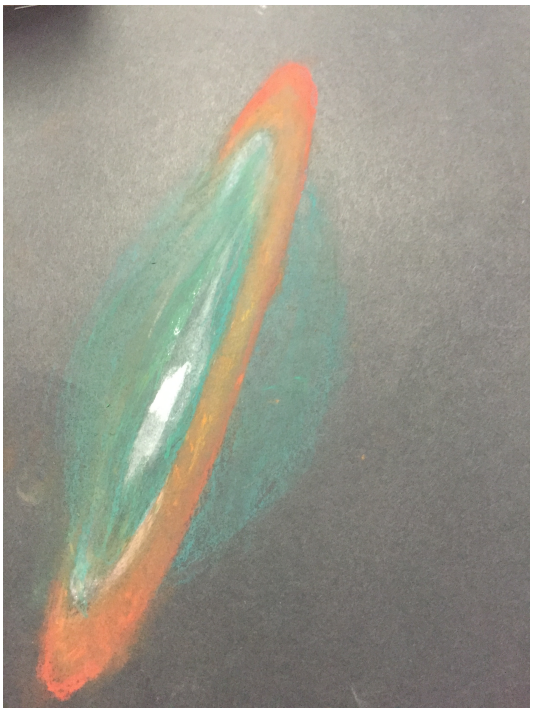
In cycling curriculum, a group of similar-ages students become one learning group. The social and science units from one of the grades are the focus for one year. The following year, the other grade curriculum is taught to the same group. Critical assessment years, such as grade 6 and 9, are not typically cycled, allowing for them to be taught every year and for students to write provincial assessments (PAT) in the same year as they learn the objectives.

Cycling is used by many rural schools, and by schools who wish to offer unique programs that cater to small groups. For CAPE, cycling would not be used for any K-3 classes as the enrolment numbers allow for a full class of similar-need students within a single grade. In the I.S.E.E. programs, cycling has been used. By the time the students leaves CAPE, they will have received all the curricula as mandated within the same time frame as non-cycled programs.

Parent Request for Academic Transitions

CAPE has developed and implemented a program for students usually described as talented, gifted, or gifted/disabled. It is excellent. We also recognize that each student has one or more areas in which the student excels or is strong. The converse is also true.

Total integration provides a very strong preparation for a general or academic high school program, superb preparation for technical programs, and a strong platform from which to enter the workforce. In short, total integration, the I.S.E.E. program and the personalization dovetail beautifully, and together they have the potential of providing the best possible preparation for each of our students.



Art and Science Integration

Renaissance Fair (Social Studies and Language Integration)