

# **Ontario Integrated Program Inventory**

**Last Updated, Spring, 2003**

**Compiled by: Niki Crawley**

**With assistance from:**

**M.J. Barrett**

**Mike Elrick**

**Bob Henderson**

**Liz Hood**

**Julie MacMillan**

**Connie Russell**

**A.Y. Jackson Secondary School**

150 Abbeyhill Drive

Kanata, Ontario

K2L 1H7

ph. (613)836-2527

fax (613)836-5672

**Teacher/contact:** Tom Becke

**Programme Name:** Outdoor/Environment Education Package

**Subjects offered:** Leadership (PHL 4A), Outdoor Education (PHE 4A),  
Environmental Studies (GNS 4A), Co-operative.

In desire to create opportunities for trips and meaningful activities away from the school, Tom Becke developed this program to avoid conflicts with interfering classes. Beginning in 1994-95, this program has been offered for three years and is currently available to groups of approximately 20 students in the fall semester.

Focusing on new experiences, active learning and holistic skill development, students consistently work together to complete a myriad of tasks and assignments. Students emerge from the program with certification in First Aid and CPR.

In effort to deal with current curriculum changes, course descriptions and activities have been re-created.

**Course organizational structure:**

Subjects are integrated by the instructor.

**Evaluation techniques:** Students receive separate grades for each credit.

Evaluator: Self (20%), Peer (20%), Instructor, (60%)

Nature: Individual (40%), Group work (60%)

Methods: Written tests (20%), Interviews, (10%), Portfolios (20%), Journals (10%),  
Presentations (20-30%), Exam (30%, only for environmental studies class)  
Essays (20%), Outside Agencies (10%), Participation

## **Barrie North Collegiate**

110 Grove St. East

Barrie, Ontario

L4M 2P3

**Teacher/contact:** Kevin Simms and Bonnie Holowchuk  
**Program name:** GEOSTUDIES  
**Subjects offered:** Outdoor Education, Environmental and resource management, Patterns and processes, Co-operative education placement.

The seeds for GEOSTUDIES were planted while Kevin was taking courses with Bert Horwood at the Queen's University Faculty of Education. The concept of integration appealed to him and led him on a search for programme literature. Upon becoming a full-time teacher, he and his wife (also a teacher), decided to write an integrated experiential curriculum. After passing the plans through receptive administrators, the programme received its go-ahead for 1994. GEOSTUDIES has been running for 7 years, and so popular that twice as many students apply as there are spots.

The programme offers students the opportunity to study geographical and scientific principles underlying current environmental conditions. The outdoor leadership will give students the skills needed to address these important issues. GEOSTUDIES is offered once a year during the winter semester. It is operated out of a portable at Barrie North Collegiate, which functions as a home base for the course. They also have a site in the Copeland Forest that serves as the off-campus location. Twenty-two students are accepted into the program with two staff. Some of the activities included in the course are canoe trips, skiing, rock climbing, dog sledding, winter camping/survival, ropes courses, etc.

### **Course Organizational Structure**

GEOSTUDIES is a four-credit package with two teachers involved. One teacher covers the curriculum material for the Physical Geography, Environmental Science, and the Outdoor Education courses. The second teacher covers the Co-op curriculum material and sets up the placements for the students. In reality, the two teachers juggle 440 hours to facilitate maximum integration of course material. On trips, both teachers serve as leaders (one male and one female).

**Evaluation techniques:** Students receive different grades for each course.

Evaluator: Self (30%), Peer (20%), Instructor (50%)

Nature: Individual (70%), Group (30%)

Methods: Written tests (30%), Interviews (10%), Portfolios (15%), Journals (5%), Presentations (10%), Final Exam (10%), Essays (10%), Outside Agencies Evaluation (10%)

**Carleton Place High School**

215 Lake Ave. West  
Carleton Place, Ontario  
K7C 1M3  
Ph. (613)257-2720  
Fax.(613)253-3002

**Teacher/contact:** Andy Kerr-Wilson  
**Programme name:** C.P.H.S. Environmental Studies Project  
**Subjects offered:** Environmental Resource Management, Healthy Living,  
Co-operative Education, Science (either a locally designed course  
or grade 11 biology)

The program began operation in 1994 and is offered during the winter semester each year. Its conception began from the instructor's search for change in his teaching style to create new experiences for his students. After visiting several programmes in 1991/1992, a proposal for this programme was developed. Its goal is to nurture effective environmental citizens through an integrated programme of field studies, seminars, community projects, work experience and simulated management activities. Students will experience personal challenges, learn group responsibilities and have the opportunity to demonstrate initiative.

The programme is built around a major field camp or wilderness trip each month. Winter ecology leads to winter camping, Rivers studies and flood management lead to river rescue and whitewater skills, etc. The students earn an additional credit through community environmental projects. The focus is on preparation for environmental citizenship and post-secondary education in related fields. Funding for this programme is independent of the school, acquired by applications to community groups, foundations, and private donors. The programme is offered to 20-24 students each term.

**Course Organizational Structure**

The Science and Geography are fully integrated. The PhysEd and Co-op components are linked to compliment to other two subjects. Each credit shows up on the individually on their student record.

**Evaluation techniques:** Two credits receive separate marks (PhysEd and Co-op), the other two (Science and Geography) share one mark.

Evaluator: Instructor (100%)

Nature: Individual (60%), Group (40%)

Methods: Written tests, Presentations, Final Exam, Essays, Participation, Envirothon Competition, Outside Agencies' Evaluation (co-op)

**Centennial High School**

289 College Ave West

Guelph, Ontario

N1G 1S9

Ph. (519)821-0360

Fax.(519)823-5471

**Teacher/contact:** Mike Elrick

**Programme name:** CELP (Community Environmental Leadership Program)

**Subjects offered:** English (academic level), Career and Civics, Outdoor Activities, Interdisciplinary Studies

CELP, whose home base is a camp in Eden Mills set in the Eramosa river valley, is offered to 24 students in both the fall and winter semesters each year. It began in 1995, and is led by two teachers without any assistants.

The programme's goal is to provide opportunities for students to develop relationships with the natural world and to feel a sense of responsibility to its well being. To facilitate this, the course involves a five-night wilderness trip with a traditional travel focus, an exploration of the local community and bioregion by bicycle for five days, and the opportunity to teach over 300 elementary students the Earthkeepers Program. Earthkeepers is an exciting and highly educational programme specially designed for grade 4-6 level students.

The programme was a coming together of minds. The instructor was interested in a more involved programme focusing on outdoor education, while a board employee was interested in promoting environmental education at the elementary level. Spurred on by the Bronte Creek Project model, the programme began after 2.5 years of planning.

**Course organizational structure:**

Subjects are blurred together by the instructor. Assignments and projects count for several different courses.

**Evaluation techniques:**

Evaluator: Self (25%), Instructor (75%)

Nature: Individual (60%), Group (40%)

Methods:

**Centennial Secondary School**

160 Palmer Road  
Belleville, Ontario  
K8P 4E1  
Ph. (613)962-9233  
Fax.(613)962-9770

**Teacher/contact:** Bruce Allan and Jackie Powell

**Programme name:**

**Subjects offered:** Science, English, Co-op, Co-op

After talking about it for several years and finally generating enough support, this programme marks the final Belleville school to implement the programme. Aspects of other programmes in the area, including some Bridges programmes and some academic ones, were fit together to tailor a programme which would emphasize their strengths. This programme, offered for the first time in 2001, accommodates 20 students during the winter term.

Characterized as a field-based resource management program, students are broken into groups, each responsible for a specific workplace task. They research the task, suggest solutions, make or build equipment (or find it) and carry out the task. In addition, they keep a journal of their thoughts and feelings and create a portfolio of their accomplishments.

**Course Organizational Structure:** Subjects are integrated by the instructor

**Evaluation Techniques:** Because only two credits were offered in the first year, the same mark was given to both subjects. With four credits being offered in the future, this will be reconsidered.

Evaluator: Self (10%), Peer (20%), Instructor (70%)

Nature: Individual (10%), Group (90%)

Methods: Portfolios (40%), Journals (15%), Presentations (20%), Essays (10%),  
Outside Agency (15%)

**Dunville Secondary School**

110 Helena Street  
Dunville, Ontario  
N1A 2S5  
Ph. (905)774-7401  
Fax.(905)774-9066

**Teacher/contact:** Mark McCormack

**Programme name:**

**Subjects offered:** Environment and Resource Management, Field Ecology, Outdoor Studies, Geography Co-op

As a result of participating in a life-changing integrated program in high school, Mark developed a different attitude about education. After working with John Burton and developing ideas, Mark believed that an integrated curriculum program would be beneficial to students. After presenting the idea to the principal and head of Geography, full support was offered to the development of this program. This program is being offered for the first time in 2002, and is available to 24 students in the winter term.

This program features an array of community involvement programmes and projects, including such things as environmental projects and teaching elementary students. Also included in the course are three major trips to various locations.

**Course Organizational Structure:**

As this programme is still in its infancy, it is undetermined how courses will be integrated. Subjects may be presented together.

**Evaluation techniques:** Students will receive separate grades for each credit.

Evaluator: Self (15%), Peer (15%), Instructor (70%)  
Nature: Individual (50%), Group (50%)  
Methods: Written Tests (15%), Portfolios (5%), Journals (15%),  
Presentations (10%), Final Exam (25%),  
Trip/Certificate Evaluations (10%)

## **Grey Highlands Secondary School**

P.O. Box 460

Flesherton, Ontario

N0C 1E0

Ph. (519)924-2721

Fax.(519)924-3907

**Teacher/contact:** John Burton  
**Programme name:** ESP (Environmental Studies Program)  
**Subjects offered:** Environment and Resource Management,  
Recreation and Fitness Leadership, 2 Co-op credits tied to the  
above courses.

Activities involved in this programme range from the gathering of scientific field data, observation and interpretation of natural phenomena and process, and the application and practice of environmental assessment and resource management theory. Other practical aspects of the program include: practicing outdoor survival skills and winter camping; studying and exploring the Flesherton area; tree planting; first and CPR training; working with resource people from the community; experiencing snowshoeing and cross-country skiing; conducting environmental studies in conjunction with various organizations, e.g. MNR; an extended canoe trip in the Temagami Wilderness Area near North Bay; developing and implementing resource packages which can be used by students at both the elementary and secondary level; and the instruction of environment related topics to local elementary school classes using the Flesherton Environmental Education Centre.

This program began in 1993 and is now being offered during both semesters. Ideas for the programme followed a chain beginning with an administrator, to John Burton, followed by colleagues, then picked up on by students and their parents. It is open to 30 students and ESP graduates can gain experience as teaching assistants through the Grey Highlands Co-operative Education programme. The programme operates out of a portable which is fairly independent from the school. Adjacent to the portable is the 100 acre Flesherton Hills Environmental Education Centre.

### **Course organizational structure:**

Subjects are integrated together by the instructor.

**Evaluation techniques:** Students receive different grades for each credit.

Evaluator: Self (25%), Peer (25%), Instructor (50%)

Nature: The percent differs between the courses.

Methods: Written Tests (25%), Journals (25%), Presentations (20%),  
Final Exam(30%).

The final canoe trip is worth 30% of the PHE credit. It represents the culminating activity and the students are marked on a wide assortment of criteria including trust, respect of rules, respect for the environment, work ethics, working in their group, etc.

**Hastings and Prince Edward District School Board  
Education Centre**

156 Ann Street  
Belleville, Ontario  
K8N 1N9  
Ph. (613)966-1170 ext. 2325  
Fax.(613)966-5952

**Teacher/contact:** Carolyn Ketcheson  
**Programme name:** Natural Bridges  
**Subjects offered:** refer to website <http://www.hpedsb.on.ca>

The Natural Bridges program was developed in 1997/98 as a school-to-work program. There are 8 Natural Bridges running in Ontario, involving a total of 160 students. Initially, the program received specialized funding through the Ontario Ministry of Education. At that time, job coaches assisted students identified with special needs at the workplace settings. As a field-based resource management program, Natural Bridges is build on three pillars: partnerships, work experience, and certifications.

**Course organizational structure:**

Subjects are delivered through an interdisciplinary approach, integrated by the instructor.

**Evaluation technique:** Students receive different grades for each credit. Each school uses a slightly different evaluation formula. The below breakdown is only a sample.

Evaluator: Self (20%), Peer (20%), Evaluator (60%)  
Nature: Individual (60%), Group (20%), Other (report/field work) (20%)  
Methods: Written Tests (10%), Interviews, (20%), Portfolios (20%), Journals (10%), Presentations (10%), Final Evaluation (30%)

**Kenjgewin Teg Educational Institute**

Box 168

M'Chigeeng, Ontario

P0P 1G0

Ph. (705)377-4342

Fax.(705)377-4379

**Teacher/contact:** Andre Leblanc

**Programme name:** Kenjgewin Teg Outdoor Education

**Subjects offered:** Leadership and Peer Support, Recreation & Fitness Leadership, Recreation & Fitness Leadership (co-op), Recreation & Fitness Leadership (co-op)

Developed in 2001 by Andre Leblanc, the main goal was to hold a “Wilderness Skills Camp” for grade 5/6 students over the March Break at a local, private ecotourism park. The students taught survival and wilderness skills in a workshop type format. Students complete First Aid certifications.

**Course organizational structure:**

Subjects are integrated by the instructor.

**Evaluation techniques:** Students receive different grades for each credit.

Evaluator: Self (15%), Peer (15%), Instructor (50%), Other (20%)

Nature: Individual (40%), Group (60%)

Methods: Written Tests (5%), Portfolios (15%), Journals (5%), Presentations (15%), Outside Agencies (20%)

**Moira Secondary School**

275 Farley Ave.

Belleville, Ontario

K8N 4M2

Ph. (613)962-8668

Fax.(613)962-4866

**Teacher/contact:** Gayle Miller

**Programme name:** Geoventure

**Subjects offered:** English (University grade 11 or 12),  
Natural Resource Management, Recreational Leadership

The program was initially developed in 1989-90 by Hugh Minielly as a result of self interest in the activities and a desire to teach outside the classroom. The program has evolved over the past 12 years, and continues to be offered to 24 students in the fall semester. Using outdoor skills as the vehicle, students are immersed in environmental studies which they then apply at a related workplace for one month.

There are a number of trips incorporated with subject material, including hiking in the Adirondacks, canoeing in Algonquin Park, cycling in Southwestern Ontario, winter camping in Belleville, and a 2-week study in Costa Rica. Students contribute part of the funds for the trip, and the remainder is earned through fundraising.

**Course organizational structure:**

Subjects of study are connected but taught separately by time periods and different instructors.

**Evaluation techniques:** Students receive different grades for each credit

Evaluator: Self (20%), Peer (10%), Instructor (70%)

Nature: Individual (30%), Group (70%)

Methods: Each course weights the instruments differently. Emphasis is placed on student journals, presentation and essays which are in the form of field studies. Outside agencies evaluate students on their co-op placements.

**North Hastings High School**

Box 190

Bancroft, Ontario

K0L 1C0

Ph. (613)332-1220

Fax.(613)332-0978

**Teacher/contact:** Glen Pomeroy and Bob Shouldice**Programme name:** Northern Outdoor Studies**Subjects offered:** Environmental Resource Management, Transportation Tech (Science), Designing your Future, Co-op

Beginning in 1996 to meet the needs of local forestry employees, this programme continues to offer an integrated high school experience to 18 students each fall semester. This programme includes numerous certification courses and work projects in the region, including trail maintenance, investigations of the economic impact of hunting, and various work initiatives for the MNR. Funding for this programme is a challenge because, due to the risk factors involved in some of the activities, the program employees two full time teachers.

**Course organizational structure:**

Subjects are integrated by the instructors.

**Evaluation techniques:** Students receive one grade for all credits within the program

Evaluator: Instructor (100%)

Nature: Individual (80%), Group (20%)

Methods: Written Tests (20%), Interviews (20%), Portfolios (20%), Journals (20%)

**Opeongo High School**

Douglas, Ontario

K0J 1S0

Ph. (613)649-2041

Fax.(613)649-2633

**Teacher/contact:** James Croy

**Programme name:** Windsong

**Subjects offered:** Presentation Skills, Peer Support, Resource Management,  
Outdoor Activities

Running for the first time in 2001, James Croy developed this program with the help of students and parents. Each winter term, 20 students are able to participate in Windsong. Largely a field-based, resource management oriented program, Windsong has a bioregional focus and involves mentoring programs taught by students to younger grades.

**Course organizational structure:**

Subjects are integrated by instructors.

**Evaluation techniques:** Students receive one grade for all credits within the program.

Evaluator: Instructor (100%)

Nature: Individual (50%), Group (50%)

Methods: Interviews (15%), Portfolios (15%), Journals (25%), Presentations (10%),  
Essays (25%), Outside Agencies (10%)

**Outward Bound Canada**

996 Chetwynd Road  
Burk's Falls, ON  
P0A 1C0  
Ph. (705)382-5454  
Fax.(705)382-5959

**Teacher/contact:** Sarah Wiley  
**Programme name:** Integrated Semester Program  
**Subjects offered:** English (grade 11), Geography (grade 12),  
Leadership and Peer Support (grade 11),  
Healthy Active Living (grade 11)

Outward Bound started offering a one credit summer program in 1988. In the summer of 2000, we offered a six-week 2 credit summer semester program, with both credits coming from the Personal Life Management guideline. With the success of both of the one-credit and two-credit program it seemed a logical extension to offer a full five credit semester program, particularly given Outward Bound's strong roots in experiential education and alternative education practices.

This one semester, fall program provides a challenging academic curriculum in conjunction with outdoor expeditions, designed to foster self-management, leadership, and outdoor skills training. This program is for grade 11 students who are independent, interested in the outdoors, and academically motivated.

Students earn four or more high school credits while experiencing a well rounded curriculum enriched with outdoor activities and wilderness expeditions. Indoor academic learning will be integrated with outdoor activities that demonstrate and emphasize the intrinsic value of life skills, such as leadership, self-reliance, and communication.

**Course organizational structure.**

Subjects are integrated by the instructors. Academic challenges will be integrated with outdoor activities to provide active learning opportunities. Each month students will plan and embark on a major expedition in order to practice outdoor skills and learn from the demands inherent to group wilderness travel. Students will practice leadership skills, group management skills, and learn the value of self-reliance. Courses offering certification in Wilderness First Aid and canoe tripping will also be offered as part of the program. Day trips and weekend activities in the area will include rock climbing, kayaking, skiing, cultural excursions and more.

**Evaluation techniques:** Students will receive different grades for each credit. Evaluator, nature, and methods of evaluation are yet to be determined.

**Paris District High School**

231 Grand River St. North

Paris, Ontario

N3L 2N6

Ph. (519)442-4477

Fax.(519)442-1997

**Teacher/contact:** Rachel Shute  
**Programme name:** CELP (Community Environmental Leadership Program)  
**Subjects offered:** Environmental and Resource Management,  
Co-op, Phys Ed (outdoor activities focus),  
Field Ecology (Locally developed course)

Founded in a strong belief in experiential education, this course was developed as a way of creating opportunities for students to work in the field for longer periods of time which are not permitted by traditional school structure. Since 1999, CELP has been offered in the winter term to approximately 15 students. Despite threatening low enrollment, the principal realizes the importance of the program to a group of students and to the school and community and thus is willing to offer support.

The focus of CELP is on an environmental curriculum delivered, when possible, through field experiences such as aquatics, forestry, fish and wildlife management. Leadership and communication skills are developed through a variety of outdoor activities and extended field trips. In addition, CELP provides an opportunity for students to gain experience working in a camp setting with younger students through the Earthkeepers program.

**Course organizational structure:**

Subjects are integrated by the instructor

**Evaluation techniques:** Students receive one mark from leadership and co-op, and another mark for environmental studies and environmental science.

Evaluator: Self (10%), Peer (10%), Instructor (75%), Co-op partners (5%)  
Nature: Individual (85%), Group (15%)  
Methods: Journals (20%), Presentations (20%), Final Exam (25%),  
Outside Agencies (5%), Homework (10%),  
Development of management/stewardship plans and field work (20%)

**Resurrection Catholic Secondary School**

455 University Ave  
Kitchener, Ontario  
N2N 3B9  
Ph. (519)741-1990  
Fax.(519)741-5096

**Teacher/contact:** Patti Huber  
**Programme name:** Beyond the Walls  
**Subjects offered:** Environmental Science, Physical Geography, Leadership,  
Physical Education

This program began in 1995 as a two credit course but has since developed into a full five-credit course, allowing two teachers to team-teach the program. The program, open to 30 students each winter semester, has a field-trip and bioregional focus. The course is build around themes. The over-riding theme is a Sense of Community and a Sense of Place. The three sub-themes are Relationships (human and environment), The Grand River Watershed, and Moral Issues and Dilemmas. Included in this program are a number of field trips, including winter camping, backpacking, canoeing, and other camp experiences.

**Course organizational structure:**

Subjects are integrated by the instructors, and one key strategy to achieve this is the development of theme areas.

**Evaluation techniques:** Students receive one grade for all credits within the program

Evaluator: Peer (10%), Instructor (90%)  
Nature: Individual (75%), Group (25%)  
Methods: Written tests (15%), Interviews and journals (20%), Portfolios (10%),  
Presentations (15%), Final Exam (15%), Essays (15%),  
Book reports (10%)

**Timiskaming Secondary School**

RR#1

Cobalt, Ontario

P0T 1C0

Ph. (705)647-7336

Fax.(705)647-9260

**Teacher/contact:** Bruce Murphy**Programme name:** TERRA (Teaching Ecological Responsibility, Recreation and Adventure)**Subjects offered:**

TERRA began in February of 1995 and continues to be offered each year during the winter semester. An article in Pathways and some information from another programme sparked the idea for the program. The goal of the course is to provide students with an opportunity to learn about sustainability, habitat and ecosystem management and the issues as they arise. The course is being offered to 24 students with one staff member.

**Course organizational structure:**

Subjects are integrated through varied topic areas. One strategy for integration is teaching ecology from varied perspectives. It also allows special projects to be carried out that combine skills from different subjects.

**Evaluation techniques:** Students receive different grades for each credit.

I have never used the same method twice and I am quite frustrated with evaluating students in this program so I use a number of methods. Basically, their marks are based on how much work they do. "I make fudge...that means I try to evaluate based on effort, estimation of how much learned, sincerity, etc..." [Bruce Murphy]

**North Addington Education Centre**

Hwy - 41

Cloyne, Ontario

K0H 1K0

Ph. (613) 336-8991 ext. 118

Fax (613) 336-8209

**Teacher/contact:** Mark Richards ~ richardsmark@hotmail.com

**Programme name:** Leadership in Eco-tourism

**Subjects offered:** Field Ecology (SEC 3N), Physical Geography (PAD 30), Outdoor Education, Co-op (Grade 11).

Originally started in the year 2000 by Peter O'Grady, Leadership in Eco-tourism has evolved into a four credit program, with three of the credits taught by Mark Richards and the remaining one credit taught by Julie Macmillan. This program lives by the following mission statement: to enhance learning about ourselves, leadership and the environment. In light of this mission statement Leadership in Eco-tourism is characterized as an outdoor education program, with many leadership opportunities and an added focus upon environmental science and earth preservation. The programs main features involve a 2 day retreat focused on goal setting, a 3 day winter camping excursion, 2 weeks of maple sugar tapping, a 2 day visit to the Madawaska Kanu Centre, a 2 week co-op placement, and finally a 2 week canoe trip. The students are also offered the chance to gain certifications in white water, St. John's First Aid, and Boat Safety.

As a part of Natural Bridges, Leadership in Eco-tourism received \$4,500.00 per year for the first 3 years that the program ran and currently receives only \$800.00 per year from the school budget, plus the course fee of \$150.00. Parent volunteering and support from the school principal and teachers have helped to keep the program in operation. Flexible and open minded guidance counselors have also allowed Mark to try out various courses and allowed for switches in the course curriculum.

Mark offers the idea of breaking Ontario into several sections and perhaps having Integrated Program Teacher meetings in each section, a day to bring resources and ideas together.

**Course organizational structure:**

Subjects are connected yet taught separately by time periods and/or different instructors. Students are continually asking, "which binder does this go in?" which exemplifies the difficulty to classify each assignment under a specific course title. 80% of the work done is classified as individual work, while 20% falls under the category of group work.

**Evaluation techniques:**

Students receive different grades for each credit, however since many of the assignments are linked, one assignment will often be given a mark that counts for more than one specific course. Regarding student evaluation, self evaluation counts for 20%,

peer evaluation counts for 5% and instructor evaluation makes up the remaining 75%. The evaluation instruments and their appropriate percentages are as follows: written tests and assignments 45%, portfolios 10%, student journals 15%, presentations 10% and final exam 20%. Mark Richards views all of these evaluation techniques as equally important and effective.

**Centre Hastings Secondary School**

129 Elgin Street

Madoc, Ontario

K0K 2K0

Ph. (613) 473-4251

Fax.(613) 473 - 4182

**Teacher/contact:** Steve Pasco ~ [spascoe@hpedsb.on.ca](mailto:spascoe@hpedsb.on.ca)**Programme name:** Natural Bridges**Subjects offered:** Environmental and Resource Management (CGR 4E1),  
Presentation and Speaking Skills (EPS 301), Designing your  
Future (GWL 301) & Healthy Active Living (PAD 401).

Natural Bridges was first implemented in the spring season of 1998, for the first three years the program was offered in the spring. The year 2001 marks the second year that the program has been offered in the fall semester. However this may change in the future to better accommodate the outdoor component, as well as to eliminate the students immediate transition from this program back to more the more formal structure of school and bells. Natural Bridges, while it does not discriminate, is geared towards students who plan to enter the workforce upon graduation, and thus provides them with appropriate certifications and work experience to successfully do so. The course is offered to 15 students and is taught by one teacher, an Educational Assistant, and a co-op student who has successfully completed the Natural Bridges program. The program is financially run by a \$200 student fee as well as fundraising and government support.

**Course organizational structure:**

Subjects are blurred together, as Steve does both the subject teaching and certifying of students in the following areas: First Aid and CPR, O.R.C.A, chainsaw operation, citizen arbors, boat operation, and winter survival. Depending on time and planning, certain subjects may be taught solely in a set number of full days, or integrated throughout the semester, each year is different. There is also the trip to Algonquin Park.

**Evaluation techniques:**

Students receive one overall grade, however there are specific grade standards that students must meet when working towards certifications. The instructor evaluates 90% of the workload, while the student evaluates in terms of personal growth 10% of the overall mark.

**Norwell District Secondary School**

Box 160

Cumberland Street

Palmerston, Ontario

N0G 2P0

Ph. (519) 343 - 3107

Fax (519) 343 - 2347

**Teacher/contact:** Debbie Browning ~ debibro@attglobal.net**Programme name:** C.E.L.P - Community Environment Leadership Program**Subjects offered:** Academic Science (FNC 2D), Civics Studies (CHV 20), Career Studies (GLC 20), Healthy Active Living (PPL 20), Science Co-op (SNC 2AC).

Debbie Browning has been teaching the C.E.L.P program for six years along with Grant Browning who teaches one out of the four courses. C.E.L.P runs during the second semester of the high school term, with an average of twenty two grade 10 students, plus two co-op students chosen from the previous year. The course costs \$425 and is aimed at those students wishing to attend college or university. The students engage on three major field trips during the semester. As an introduction into the course, the first trip takes place on the third day of classes cementing both team building skills as well as setting out the behavioral context which the rest of the course content will be molded upon. Their second field trip is a hiking weekend to Tobermory, while their last trip is a five day adventure involving canoeing, intense mountain biking as well as rock climbing and ropes courses. C.E.L.P also incorporates Earthkeepers into the curriculum with the students teaching to over 250 grade five's. Students must also design a project to benefit their community in an environmentally sound way, as well as take part in Community Days in which students practice their leadership skills. They are also responsible for recruiting a guest speaker to talk of a local environmental issue, organizing a physical activity such as orienteering and preparing food for the class, teachers, and guest speakers.

**Course organizational structure:**

Certain subjects, such as Science, are to some degree taught separately in the classroom but also significantly blurred with other subjects. For instance during physical activity, motion is taught as students partake in tobogganing. 60% of the program is devoted to group work, while the remaining 40% is comprised of individual work.

**Evaluation techniques:**

Students receive four different grades, with the instructor evaluating 75% of the course content, peers evaluating 20% and 5% devoted to self-evaluation. The breakdown of instruments used to evaluate students work is as follows: written tests 25%, student journals 5%, presentations 35%, final exam 10% and culminating activities 25%.

**Trenton High School**

15 Fourth Avenue

Trenton, Ontario

K8V 5N4

Ph. (613) 392 - 1227

Fax (613) 392 - 7118

**Teacher/contact:** Jeff McDougall ~ amcdougall@hpedsb.on.ca**Program name:** Outer Limits**Subjects offered:** Travel & Tourism, Ecotourism, Environmental & Resource Management, Presentation & Speaking Skills, and Designing Your Future.

Outer Limits began in 1997, paralleling another program within the Hastings Prince Edward District School Board and has now evolved in its own unique way. A solid foundation, as well as positive word of mouth, have simultaneously worked to keep the program up and running. The program is offered during the second semester of the school year and targets all students wishing to attend university and college, as well as those entering the workplace. The course is available to 25-30 students and costs \$225. Some fundraising, which varies from year to year, is done by the students. Field-based resource management best characterizes this program. A significant portion of the program is devoted to local ecotourism trips using cycling, canoeing etc. as modes of transportation. The main feature of Outer Limits is exploring ecotourism activities, careers, and future educational opportunities within this area. Local partners give students opportunities to experience these careers and activities first hand.

Jeff brings to light the notion that many integrated programs offer certifications such as O.R.C.A etc., all of which are very pricey. This monetary problem could perhaps be remedied if the teachers of such programs got together to create their own certifications, as well as create an equipment co-op.

**Course organizational structure:**

Subjects are integrated together by the instructor.

**Evaluation techniques:** Students receive different grades for each credit. Evaluation is divided as follows: Self Evaluation 10%, Peer Evaluation 5%, Instructor Evaluation 80% and Other 5% which is described as Partner Evaluation. The Type of work students are expected to engage in are as follows: Individual Work 25%, and Group Work 75%. The evaluation instruments vary according to courses but are generally 30% for Portfolios, 10% for presentations and culminating tasks responsible for 60% of the grading scheme, which is also viewed as the most effective.

**Bayside Secondary School**

P.O. Bag 6500

Belleville, Ontario

K8N 5M6

Ph. (613) 966 - 2922 ext. 149

Fax (613) 966 - 4565

**Teacher/contact:** Peter Andras ~ pandras@hpedsb.on.ca

**Program name:** EcoBound/EcoChallengers

**Subjects offered:** EcoChallengers takes place in the first semester of the school year and offers the following courses: Geography - Environment and Resource Management (CGR 4E), Physical Education - Outdoor Activities (PAD 30), Guidance - Designing Your Future (GWL 30), and Business - The Enterprising Person (BDP 30). EcoBound takes place during the second semester of the school year and offers the following courses: Geography - Environment and Resource Management (CGR 4M), Science - Field Ecology (ECO 3M), Guidance - Leadership and Peer Support (GPP 301) and Physical Education - Outdoor Activities (PAD 30).

EcoBound/EcoChallengers began in 1999, and is solely taught by Peter who formed the idea of EcoBound with the help of John Burton and Bill Mitchell. During each of the two semesters 20 students take part in this integrated program with a stressed focus upon Earthkeepers and field based resource management via field placements. A variety of certification courses such as ORCA, WHMIS, River Rescue, First Aid, Forest Fire Course, True Colours, and Pleasure Boat Operators are also offered.

EcoChallengers runs at a cost of \$250.00 while EcoBound runs at a cost of \$450.00 to the students. No student will be denied the opportunity to take the program due to financial constraints.

**Course organizational structure:** Subjects are integrated by the instructor.

**Evaluation techniques:** Currently, students receive different grades for each credit, however as of 2002 Peter is working with administration to come up with a different evaluation scheme.

The current breakdown of a student's evaluation is as follows: Self Evaluation (20%), Peer Evaluation (10%), Instructor Evaluation (40%), and Workplace/Co-op (30%).

**St. Joseph's Catholic High School**

100 Bill Martyn Parkway

St. Thomas, Ontario

N5R 6A7

Ph. (519) 631 - 2392

Fax (519) 631 - 6722

**Teacher/contact:** Ron Casier  
**Program name:** CELP Community Environmental Leadership Program  
**Subjects offered:** Earth & Space Science (SES 4U), Environment & Resource Management (CGR 4M/E), Healthy Active Living (PPL 30), and Geography Co-op (CGR 4MC/E).

CELP is offered in the second semester and is best suited for students considering post secondary education or employment in environmental fields. Low enrollment has threatened the program, as well as funding headaches and administration concerns with liability and timetable issues. CELP runs at a cost of \$400, as well as a fee of \$600 for the Temagami Canoe trip, both of which can involve fundraising events such as Bingo's, and Stewardship Community Donors.

One of CELP's main goals is to work on as many local environmental projects as possible. Forestry management, aquatics, soils, wildlife and the balancing of conservation and economics are the major topics of the environmental projects. Industry certifications, outdoor experience and entrepreneurial skills are also core components of CELP.

**Course organizational structure:** Subjects are blurred together by the instructor.

**Evaluation techniques:** Students receive one grade for all credits within the program. The current breakdown of a student's evaluation is as follows: Self Evaluation (5%), Peer Evaluation (5%), Instructor Evaluation (90%), however this is to be adjusted in the future. The type of work students are expected to engage in is as follows: Individual Work (50%) and Group Work (50%). This work is evaluated in the following ways: Written Tests (15%), Portfolios (15%), Student Journals (15%), Presentations (10%), Final Exam (20%) and Outside Agencies (15%). Ron finds oral exams with hypothetical scenarios to be the most effective evaluation instrument.

**Kincardine and District Secondary School**

885 Park Lane

Kincardine, ON

N2Z 2B9

Ph. (519) 396 - 9151

Fax (519) 396 - 5923

**Teacher/Contact:** Daryl Neve ~ olleo@bmts.com

**Program name:** Outdoor Environmental/Experiential Education

**Subjects offered:** Physical Education with an outdoor focus (PAD 30) as well as a 2 credit co-op which is integrally tied to either CGR 4E or SEN 3 or 4E.

Currently, Daryl Neve is running this integrated high school program under the name of Outdoor Environmental/Experiential Education, but this is soon to change.

Daryl is the sole salaried individual, yet she does receive approximately 30 voluntary days a year, plus 13 days of tripping and added preparation time from her husband.

Due to the relatively neophyte status of the program (4 years running), Daryl has found that credit names continually change based upon participant interest. Outdoor Environmental/Experiential Education targets those students who want activity and show an interest in the outdoors while also wanting to draw from the academic arena as well. This is a full year program with a cap of 20 students, focused on a wide range of activity based learning, such as: co-ops, students acting as peer teachers, a 10 day interpretive maple syrup program, 3 major trips, participation in Earthkeepers and involvement with the local one day water festival. The programs main goal is to connect students to the community, fostering environmentally conscious behavior.

**Course organizational structure:** Subjects are blurred together by the instructor.

**Evaluation techniques:** Currently, students receive separate grades for each subject, however this may change in September. Self Evaluation accounts for 20% of the students mark, with Peer Evaluation making up another 20% of the mark and finally the instructor evaluating the remaining 60% of their grades. Due to the large number of co-ops, research, and certifications, 70% of the work is classified as group work, while 30% is individual work. Daryl says that an equal representation of many evaluation techniques works best for her.

**Mackenzie High School**

87 Brockhouse Way  
P.O. Box 397  
Deep River, ON  
K0J 1P0  
Ph. (613) 584 - 3361  
Fax (613) 584 - 1706

**Teacher/Contact:** John Steer ~ [john.steer@sympatico.ca](mailto:john.steer@sympatico.ca)

**Program name:** Tamarack

**Subjects offered:** Earth and Space Science (SES 46), English (ENG 3U or C), Healthy Active Living (PAD 40) and Physical Geography, Patterns Processes and Interaction (CGF 3M).

Tamarack operates with the belief that students are there to learn through real experience. This program and its mission came from the mind of Bill Patterson and his encounters with Foxfire, Rocky Mountain open high school and other experiential educational venues. Tamarack now operates every year, due to popular demand, is offered to 20 students and costs \$300. There are four main features of Tamarack: 4 wilderness trips, the production of a magazine of local history, community work/fundraisers and environmental work/fieldwork.

John Steer is an enthusiastic educator running an incredible program, who would like to meet with other like educators. His most troublesome challenges with this type of program involve the paranoia of liability/risk, as well as poorly run and risky programs that set a poor example of integrated programs. More information regarding Tamarack is available at: [www.Tamarackprogram.com](http://www.Tamarackprogram.com).

**Course organizational structure:** Subjects are blurred together by the instructor.

**Evaluation techniques:** In reference to student evaluation John states that Tamarack is more geared towards the programs 4 features and the meeting of expectations of the curriculum. Individual work comprises 40% of the workload, with another 40% devoted to group work, and 20% geared towards entire class work. The evaluation instruments used are as follows: Interviews (20%), portfolios (20%), student journals (20%), presentations (20%) and essays (20%). John particularly finds the portfolios both useful and effective for evaluating students.

**Cresswood Secondary School**

1885 Sherbrooke Street West

Peterborough, ON

K9J 6X4

Ph. (705) 742 - 9221

Fax (705) 740 - 1957

**Teacher/Contact:** Larry Pearson ~ [lpearson@peterboro.net](mailto:lpearson@peterboro.net)

**Program name:** Personal Leadership Development

**Subjects offered:** Healthy Active Living (PPL 30), Biology (SBI 3U and SBI 3C), Environmental and Resource Management (CGR 4M and CGR 4E), Recreation Leisure and Fitness Leadership (PLF 4C).

Personal Leadership Development is offered during the second semester of the school year and is open to 30 - 35 students, and operates at a cost of \$250. Larry and a colleague formed Personal Leadership Development with the intent of getting students out of the classroom, without causing complaint from fellow teachers, and into the community, taking advantage of real and varied real life experiences. Included in this are trips to surrounding areas to observe and focus upon environmental issues as well as outdoor education modules involving such activities as rock climbing, kayaking and orienteering. Personal Leadership Development is designed for students who are interested in their education from a practical aspect and are willing to become involved in the planning and development of their educational experience.

**Course organizational structure:** Subjects, for the most part, are blurred together by the instructor, however some subjects remain separate.

**Evaluation techniques:** Students receive different grades for each credit and methods of evaluation vary, as do evaluation instruments. For example, Biology has an integrated exam. Outdoor Education requires an 8-9 day wilderness trip. Leadership marks are derived from part of this wilderness trip, as well as from 30 minute interviews and infomercials.

**Lord Elgin High School**

5100 Appleby Line

Milton, ON

L9T 2Y1

Ph. (905) 335 - 2030 (Sidrabene Site)

Ph. (905) 331 - 8654 (Mount Nemo Site)

Fax (905) 335 - 0557

**Teacher/Contact:** Michael Craig (Sidrabene Site) ~ [staff@brontecreek.com](mailto:staff@brontecreek.com)  
Doug Jacques (Mount Nemo Site) ~ [staff@brontecreek.com](mailto:staff@brontecreek.com)

**Program name:** Bronte Creek Leadership Program

**Subjects offered:** English: Presentation & Speaking Skills (EPS 30), Physical Education: Healthy and Active Living (PAD 30), Guidance: Making a Difference, Leadership & Peer Support (GPP 30), Canada/World Studies: Environment & Resource Management (CGR 4M).

Bronte Creek operates under the philosophy of encouraging students to live more lightly on the planet, using the Earth herself as a mascot. This leadership program is taught at two different sites by two different teachers and their associated teaching assistant. Between the two sites, and over the two semesters in which the program is offered, over 80 students are enrolled in the Bronte Creek Leadership Program. The program runs at a cost of \$550, with a bursary application for those students in need of financial assistance.

John McKillop is the program founder, who began the program in 1981 as an alternative experience for students who were tired of the regular approach to education. Community and self-sufficiently skills are promoted as well as leadership, which occurs as the high school students offer their services to other children in the form of such programs as EarthKeepers.

**Course organizational structure:** Subjects are blurred together by the instructor.

**Evaluation techniques:** Students used to receive one grade for all four credits, but this has recently changed and students now receive a separate mark for each credit. The breakdown of evaluation is as follows: Self evaluation (20%), Peer evaluation (10%) and Instructor evaluation (70%). Group work makes up 60% of the type of work done by students, with the other 40% devoted to individual work. Traditional tests are still used to evaluate what students are actually learning, yet the program also recognizes that many students do not excel with this form of evaluation and thus devote a large portion of the grades to journal marks, EarthKeepers leadership marks, and general everyday interaction.