

Figure 1 Curriculum organizing principles—several views from least to most integrated

Beane (1995)	Vars (1993)	Jacobs (1989)	Schumacher (1995)	Braze & Capelluti (1995)	Erb & Doda (1989)
Separate Subjects	Separate Subjects	Discipline Based	Departmentalized	Conventional	Preintegration/ Flexible Scheduling
Intradisciplinary Science Social Studies Whole Language	Interdisciplinary				
Multidisciplinary	Multidisciplinary– Correlation	Parallel Disciplines	Reinforcement	Multidisciplinary/ Interdisciplinary	Coordinated or Overlap Teaching
	Multidisciplinary– Fused or Integrated	Multidisciplinary	Complementary		Cooperative Teaching
Integrated Curriculum Real-Life Issues	Structured Core Problem Areas	Interdisciplinary Units Themes/Issues from Curriculum	Webbed	Integrated	Interdisciplinary Thematic Units Curriculum Themes
Integrated Curriculum Student Identification of Issues & Problem Areas	Unstructured Core Content & Themes Derived from Students	Integrated Curriculum Student Identification of Issues & Problem Areas	Integrated Curriculum Student Identification of Issues & Problem Areas	Integrated Curriculum Student Identification of Issues & Problem Areas	Integrated Curriculum Student Identification of Issues & Problem Areas

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