



EDUC 714 Integrated Curriculum & Technology (Elementary)

Semester/Year Summer 2014 (July 7 — September 15)	Instructor: Stacey Takanishi, Ph.D.
Course# and Credits: EDUC 714 (3 credits)	Email: Stacey.Takanishi@adjunct.chaminade.edu or stakanishi@gmail.com
Class Title: Integrated Curriculum and Technology (Elementary)	Phone: (808) 223-3595* (cell) *Please do not send text messages
Course Format: 10-week term	Office Hours/When to Contact: Monday through Sunday 9am to 6pm (HST), and by appointment
Class Time/Day: Weekly online posting & response schedule: The “Week” goes from Monday through Sunday midnight (HST). Students post (initially) by Thursdays & respond to at least one other person before Sunday, midnight (HST).	O&P/Service Requirement: N/A
Required Textbook: Wiggins, G., & McTighe, J. (2005). <i>Understanding by Design (Expanded 2nd Edition)</i> . Alexandria, VA: ASCD. ISBN 1-4166-0035-3 Glass, K. T. (2012). <i>Mapping Comprehensive Units to the ELA Common Core Standards K- 5</i> . Thousand Oaks, CA: Corwin. ISBN #: 978-1-4522-1730-7.	

Catalog Description:

EDUC 714 Integrated Curriculum and Technology (Elementary) (3): Utilizing “Understanding by Design” principles, facilitates the development of an integrated curriculum unit that applies student-centered learning, and appropriate instructional processes, assessment, and technology in a thematic unit of study that draws upon at least three content areas.

Conceptual Framework:

The Education Division’s Conceptual Framework is based upon a set of beliefs that flow from the University’s vision and mission statements, the Division’s vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Program Learning Outcomes (PLOs):

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	Content Knowledge (<i>Knowledge of subject matter</i>)
PLO2	Developmentally Appropriate Practice (<i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>)
PLO3	Pedagogical Content Knowledge (<i>Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner</i>)
PLO4	Educational Technology (<i>Knowledge of and application of appropriate technology for student learning</i>)
PLO5	Assessment for Learning (<i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i>)
PLO6	Diversity (<i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive</i>

	<i>learning environments)</i>
PLO7	Focus on Student Learning (<i>Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology</i>)
PLO8	Professional & Ethical Dispositions and Communication (<i>Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues</i>)

Course Learning Objectives:

At the end of this course, the students will:

CLO 1 (HTSB 1, 3, 4,7)	Demonstrate knowledge and understanding of learning theories and learning styles, and student-centered teaching strategies to scaffold preK-6 student learning through lesson and unit plans
CLO 2 (HTSB 2,4, 6,10)	Utilize <i>Understanding by Design</i> principles to create a thematic unit of study that demonstrates planning skills, knowledge of different areas (“big ideas” and key concepts and skills included), the use of individual and varied group instructional processes, and connections to community (place-based education)
CLO 3 (HTSB 5, 7, 8,9)	Demonstrate competent use of appropriate educational assessment, evaluation, technology, and research strategies for the development of an integrated thematic unit of study
CLO 4 (HTSB 2,5,6,7,10)	Produce standards-based learning activities utilizing the backward design process that integrate at least three content areas into a place-based thematic unit of study that addresses essential questions, promotes deep levels of understanding, and reveals authentic forms of assessment

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1		X	X			X	X	
CLO 2	X	X	X		X	X	X	X
CLO 3	X	X		X	X			
CLO 4		X	X			X	X	X

Essential Questions Addressed in This Course:

Essential Questions	Related CLOs	Related PLOs
What are the purposes of an integrated, multidisciplinary approach to planning, teaching, and assessing a unit of study, and what are the basic principles of the <i>Understanding by Design</i> process?	1, 2, 4	1, 2, 3,5, 6, 7, 8
How can a thematic integrated unit of study be connected to, and supported by, student learning outcomes in the form of standards, benchmarks, and performance assessments?	3, 4	1-8
How can <i>Understanding by Design</i> principles be used for the development of an integrated (multidisciplinary), place-based, and thematic unit of study in the preK-6 setting?	1, 2, 3, 4	1-8

Key Teaching-Learning Strategies:

The learning strategies include:

- Discussion
- Written assignments
- Self-reflection
- Individual research and planning

Course Requirements:

Assignment	Pts	Assignment Description	Due Date
Thematic Integrated Unit topic & rationale	20	<i>Desired Results: Stage 1 of UbD</i> This first assignment starts with Stage 1 of <i>UbD</i>. It's the beginning of the end (desired results). In this assignment you will create a (first draft) narrative giving an overview of your unit. This overview should include: Grade level, background information of the students (generalized student profiles & population you intend this unit to be for), the curriculum theme, three or more content/subject areas of focus along with key goals, standards, and benchmarks, the "big ideas" or "essential understandings" (2-3 generalized statements that are broad in nature and connected to the essential questions), and essential questions. Also you should briefly describe why this unit of study is important for your students to experience (i.e., the rationale). Your description should be 2-3 single-spaced pages in length. Remember, that this is just the beginning of the <i>UbD</i> process (Stage 1), and that this is a "work in progress." You'll have the entire term to work through and refine this stage and the Stages 2 and 3 as we go through this course.	Initial draft of Stage 1 due (e-mailed to instructor) by week 5 (11:59 p.m., HST)
Assessment Rubric and Unit Timeline	20	<i>Assessment Evidence: Stage 2 of UbD</i> Stage 2 of <i>UbD</i> focuses on connecting the key goals, understandings, essential questions, and "big ideas" from Stage 1 with authentic evidence of learning through performance tasks (assessment evidence). Here in the first draft of Stage 2 you will prepare a description of how you plan to authentically assess students for this unit of study as it relates directly to the standards, benchmarks, "big ideas," and key concepts and skills. Submit a 1 to 2 page paper containing the descriptions of the performance tasks and other forms of evidence you will utilize to check for deep understanding (refer to the "Six Facets of Understanding" (chapter 4 of Wiggins & McTighe) throughout the span of this unit. Also include at least one rubric (preferably for the culminating project/assignment in this unit) that reveals an authentic form of assessment based on student performance. In addition to these components of Stage 2, you will need to include a timeline for this unit of study. Consider how many weeks	Initial draft of Stage 2 due in (e-mailed to instructor) by week 7 (11:59 p.m., HST)

Assignment	Pts	Assignment Description	Due Date
		this unit will span, how the lessons flow and connect in a logical scope and sequence, and how many days of each week that you will have your students involved in this unit. Again, this assignment (like Stage 1) is a work in progress and will be initially due as a first draft. You will have the remainder of this course to adapt, change, and refine as needed. You may include tables, charts, diagrams, etc. to describe Stage 2 of this unit plan.	
Curriculum Map	20	<i>Putting Stages 1 & 2 Together: Curriculum Map</i> This assignment is the brainstorming for what will be included in your signature assignment of the integrated thematic unit plan. As noted, the “big ideas” and essential questions should drive the unit, and give the curriculum clear goals to strive for and is like a roadmap for having your students achieve deeper levels of understanding while adhering to standards and benchmarks and also keeping the learning and assessment authentic, relevant, and rigorous. You should use charts, diagrams, tables, etc. to show this curriculum map that includes the essential questions, the “big ideas,” the content areas (skills, concepts, standards/benchmarks addressed) (Stage 1) and the accompanying/associated assessments (Stage 2) and learning activities (Stage 3) (brief descriptions). As the course comes to a close you will work to then develop the learning activities (Stage 3) in greater detail, to then arrive at your signature assignment.	Due (e-mailed to instructor) by week 9 (11:59 p.m., HST)
Signature Assignment: Integrated Thematic Unit Plan	80	<i>Signature Assignment: Integrated Thematic Unit Plan</i> This is it! Your signature assignment for this EDUC 714 course is to design an integrated thematic unit plan. This unit of study should be based on a theme chosen for the grade level of interest. It should span at least 3 weeks and should contain <u>at least</u> 4 lesson plans, with the final lesson being the culminating project/activity of the unit, and integrate technology to promote student learning. In the final lesson there should also be a rubric to authentically assess the learning of the students, based on performance tasks and standards/benchmarks outlined in Stage 1 of the unit. While the unit plan will likely contain	Due by week 10 in LiveText

Assignment	Pts	Assignment Description	Due Date
		more than 4 lessons, you can show a general progression for this signature assignment and note in the final piece that there are lessons in between (include brief descriptions of these lessons) to reveal logical connections and scaffolded development of “big ideas” for this unit. Consider implementing the unit in your classroom in the fall and know that you will continue to change, adapt, and refine this integrated unit plan as you teach. Reflection on this process is ongoing; a good teacher is certainly a reflective practitioner. Please follow the guidelines and prompts in LiveText to finalize this integrated thematic unit plan. Utilize the template given to you in LiveText for this EDUC 714 course or follow the format and upload your own version as Word document for the submission. Do refer to the Integrated Unit Plan Rubric that accompanies this assignment in LiveText, as this is how you will be evaluated for this course.	

Assessment: Your performance in this course will be assessed on the following:

- 1. UbD Stage 1: Desired Results Based on the Common Core State Standards**—Full points will be awarded for narratives that answer all key points noted in the course requirements. Since this is an initial draft this will be taken into account when awarding full credit for completing Stage one at this point in the course. It is a “work in progress,” and what is important is to get the ideas out and getting feedback from the instructor and peers to help with the refinement. *No late submissions accepted.*
- 2. UbD Stage 2: Assessment Evidence**—Authentic assessments based on key performance tasks are the key component of Stage 2. Complete points will be awarded for connecting the “big ideas,” essential questions, standards and benchmarks, and student learning outcomes to these assessments. A rubric and unit timeline also need to be included in this assignment to garner full credit. The assignment can be completed using tables, graphs, charts, diagrams, etc. to describe the assessment process in Stage 2. *No late submissions accepted.*
- 3. Curriculum Map Using the Common Core State Standards**—A “roadmap” of the unit should clearly show the connections between all three stages of the *UbD* process. As with the other key assignments in this course, this is a “work in progress” and is a preliminary to the final product (Integrated Thematic Unit Plan). To get full credit for this assignment you

will need to now include the learning experiences tied to stages 1 and 2 of the unit plan. For this overview, you can be brief about the lessons/activities, while showing direct connection to the associated “big ideas,” essential questions, content (skills, concepts, etc.), standards/benchmarks, and assessments. *No late submissions accepted.*

4. **Signature Assignment: Integrated Thematic Unit Plan**—This is the final piece for this course, which is essentially the putting together of all 3 Stages of the *UbD* process. Here, you must also include at least 4 lessons, with the final lesson being culminating in nature, and containing a rubric to assess the key performance tasks of this unit. Also to be included in this signature assignment is a reflection on this process. Consider strengths and weaknesses and how this could be improved upon for future implementation in the PreK-6 classroom. *No late submissions accepted.*
5. **Attendance/Participation:** Full points will be awarded to those who turn in assignments on time, and who participate with enthusiasm, flexibility, insightfulness, and respect, in discussions posts and responding to others’ posts and activities.

Grading Scale:

A = 180-200 points

B = 160-179 points

C = 139-159 points; F = 138 points and below

Discussion Questions: 10 Points x 4 Discussion Posts and Responses = 40 points

UbD Stage 1 = 20 points

UbD Stage 2 = 20 points

UbD Stage 3 = 20 points

Attendance = 20 points

Signature Assignment = 80 points

TOTAL: 200 points

Anything below 160 points is not a passing grade and the class will have to be re-taken.

All written course assignments must follow American Psychological Association (APA) standards for writing student papers. (See chapter six of APA manual.)

Signature Assignment:

To document candidates’ progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a signature assignment. Signature assignments are assessed via a rubric linked to the relevant program learning outcome(s). All signature assignments must be submitted on LiveText, where candidates may view their assessment results and any comments from the instructor. The signature assignments for this course are the development of:

- An Integrated Thematic Unit Plan following the *Understanding by Design* principles

Course Schedule/Calendar by Session:

Week # Dates	Topics/Assignments & Activities	DUE
Week 1 7/7-7/13	Topics: • Introductions to backwards design and integrated curricula • Introductions To Do: • Read EDUC 714 Syllabus & review weekly schedule • Review expectations and goals for the course • Read Chapter 1 of <i>Understanding by Design</i> (Wiggins & McTighe, 2005) • Re-examine your curriculum. Brainstorm a list of at least 5 Integrated Thematic Unit Plan topics that you could design and teach your children that will focus developing students' Creativity and Innovation; Critical Thinking and Problem-Solving; Communication; Collaboration; Cross-Cultural Understandings; Computing and Technology; Career and/or Learner Self-Direction. • Seek descriptive data on your school and student demographic information, indicators of academic progress, and School Status and Improvement Reports (e.g., at DOE school websites and/or www.arch.k12.hi.us, if you're teaching at a Hawaii DOE school). • Start summarizing this contextual information about the students whom you teach (in general) including social and academic indicators.	Read Chapter 1 of <i>Understanding by Design</i> (Wiggins & McTighe, 2005) Read Chapter 1 of Mapping Comprehensive Units (Glass, 2012). Review the ELA standards (CCSS: Reading Foundations, Narrative, and Informational Text at corestandards.org) Discussion Post #1 (Introductions)
Week 2 7/14-7/20	Topics: • Understanding "Understanding" • Elements of integrated curriculum • Constructivist school of thought and frameworks/rationale for backward design process	<i>Due by Sunday, 7/20, 11:59pm:</i> Read Chapters 2 and 5 of <i>UbD</i> Read Chapter 2 of

	To Do: • Read Chapters 2 and 5 of <i>UbD</i> • Read Chapter 2 of <i>Mapping</i>	Mapping Comprehensive Units (Glass, 2012). Discussion Post #2 (School context & Student Background)
Week 3 7/21-7/27	Topics: • Coverage versus un-coverage • Essential questions of a unit and how they drive the curriculum and improve the planning and instruction • Common Core State Standards To Do: • Read Chapter 10 of <i>UbD</i> • Read Chapter 12 (pp. 276-282) of <i>UbD</i> • Examine the CCSS overview descriptions for Reading (Part I, Literature), Reading (Part II, Informational Texts), and Reading (Part III, Foundational Skills). Decide which focus would best meet the needs of the elementary students you teach for your integrated thematic unit plan.	Due by Sunday, 7/27, 11:59pm: Reading Assignments
Week 4 7/28-8/3	Topics: • Thinking like an assessor • Defining <i>authentic assessment</i>, and finding the value in such assessments for students, teacher, and parents To Do: • Read Chapters 6 and 7 of <i>UbD</i> • Read <i>Mapping</i>, Ch 3; survey unit templates and examples • Work on Stage 1 <i>draft</i>—Integrated thematic unit topic and rationale	Due by Sunday, 8/3, 11:59pm: Reading Assignments Discussion Post #3 (CCSS)
Week 5 8/4-8/10	Topics: • Alternative assessments and performance-based tasks • Equity versus equality • Validity and reliability with rubrics To Do:	Due by Sunday, 8/10, 11:59pm: Readings and viewing Due: Complete Stage 1 <i>draft</i> — Integrated thematic unit topic and

	• Read Chapter 8 of <i>UbD</i> • Read <i>Mapping</i>, Ch. 4; survey formative and summative assessments, rubrics, & checklists • Read/review online: “Ensuring Equity with Alternative Assessments”: http://tinyurl.com/27s7gy	rationale.
Week 6 8/11-8/17	Topics: • Curriculum mapping and technology mapping • Integration of technology into all subject areas • WHERETO and planning for authentic learning (meaningfulness, relevancy, and rigor) To Do: • Read Chapter 9 of <i>UbD</i> • Read <i>Mapping</i>, Ch. 5; survey activities, skills and resources for planning effective instruction and engaging students in learning • Technology Integration: Bloom’s Digital Web 2.0 Technology. Find at least two relevant technology tools and discuss how you will use them in your Integrated Thematic Unit Plan. • Work on Stage 2 draft—Assessment Evidence & Unit Timeline	Due by Sunday, 8/17, 11:59pm: Reading Assignments Discussion Post #4 (Technology Integration)
Week 7 8/18-8/24	Topics: • The design process: Multiple entryways to <i>UbD</i> • Place-based curriculum and connecting to community • Problem-based learning and inquiry as key strategies for authentic learning To Do: • Read Chapter 11 of <i>UbD</i> • Read <i>Mapping</i>, Ch. 6; survey formative and summative assessments, rubrics, & checklists	Due by Sunday, 8/24, 11:59pm: Reading Assignments Due: Complete Stage 2 draft— Assessment Evidence—& Unit Timeline
Week 8 8/25-8/31	Topics: • Curriculum Mapping To Do: • Read/review Appendix (Sample Template) of <i>UbD</i> • Stage 3: Work on Curriculum Map (putting	Due by Sunday, 8/31, 11:59pm: Reading Assignments

	together Stages 1 and 2 of <i>UbD</i>) assignment Read <i>Mapping</i>, Ch. 7; survey lesson design	
Week 9 9/1-9/7	Topics: - Curriculum Mapping To Do: - Read Chapter 13 of <i>UbD</i> - Work on your Signature Assignment (Integrated Thematic Unit Plan)	<i>Due by Sunday, 9/7, 11:59pm:</i> Reading Assignments Due: Complete Curriculum Map (putting together Stages 1 and 2 of <i>UbD</i>) assignment
Week 10 9/8-9/15	Topics: - Reflections on backward design and <i>UbD</i> principles for planning curriculum that is meaningful, relevant, and rigorous. - Where do you go from here? Planning for a future of authentic teaching, learning, and assessment... To Do: - Read Chapter 12 of <i>UbD</i> Complete LiveText Signature Assignment of Integrated Thematic Unit Plan (Due Sunday, September 15)	<i>Due by Sunday, 11:59pm:</i> Reading Assignments Due: Signature Assignment (Due in LiveText)

University Policies:

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online).* Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- 1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- 2) Develop ideas, themes, and main points coherently and concisely.
- 3) Adopt modes and styles appropriate to their purpose and audience.
- 4) Be clear, complete, and effective.

- 5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

- 1) Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
- 2) Paraphrasing the work of another without proper author acknowledgement.
- 3) Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education Division Attendance Policy (Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

- 1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the

instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

- 1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).
2. **Unexcused Absences.** Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:
 - 2.1. **On-ground courses.** When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
 - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
 - b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
 - c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
 - 2.2. **Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
 - 2.3. **Online courses and online portion of hybrid courses.** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

3. **Additional Notes**

- 3.1 *If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.*
- 3.2 *Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*