

WE '02

**CHAMINADE UNIVERSITY OF HONOLULU**

Evening Accelerated Session

Course: **ED232 Introduction** to Montessori

Instructor: **Wendy W. Lagareta**

Date: **Jan. 9 - Mar. 13, 2002**

Time: **5:30 - 9:10pm**

Place: **Henry 227**

**Rationale**

Human development is based on a predictable unfolding which both acts and **is** acted upon by the environment. In order to serve the developmental needs of the child, we must **understand** how to provide what is needed for optimal growth, both in basic principles and in **methodology**. This course provides an overview of the Montessori Philosophy and Methodology of education, which is based on a holistic approach to life, and **education**.

Objectives

The **students** will:

1. **Receive instruction** regarding Montessori's philosophy and child development as it relates to **children** three to six years of age. **Matte competency(6.2.1)**
2. Receive instruction on the role of the adult in a Montessori **environment**. **Matte competency (6.2.2)**
3. Study Montessori's concept of a prepared **environment**. (6.2.2)
4. **Receive instruction** on **the** life of **Maria Montessori** and **the societal** and **cultural** forces **that contributed** to the **development** of her **method**.

**Competencies**

At the end of the course the **student** should:

1. Understand the concept of a prepared environment. (6.2.2)
2. Know and be able to name and describe the six **components** of a Montessori **environment**.
3. Be able to make a chart depicting Montessori's **Planes** of Development. (6.2.1)
4. Be able to write **definitions** for the basic terminology common to Montessori programs. (6.2.2)
5. Understand the importance of observation and recognize its importance in the **Montessori classroom**. (6.2.3)
6. **Understand, appreciate** and **document** the **life** of **Maria Montessori** and the **contribution** she **made** to early **childhood education**.

Textbooks

**Maria Montessori, A Biography** by Rita Kramer

**The Montessori Controversy** by John Chattim-McNichols

Selected articles

**Methods**

Lecture

Videos

Discussion

Demonstration

Readings

Observation

Writing Assignments

Exam

## **Assignments**

READING ASSIGNMENTS - (to prepare for discussion and written reflection in class)

- Jan. 16 - Maria Montessori, A Biography Chapters 1 - 5  
The Montessori Controversy Chapters 1 - 3
- Jan. 23 - Maria Montessori, A Biography Chapters 6 - 10  
The Montessori Controversy Chapters 4 - 5
- Jan. 30 - Maria Montessori, A Biography Chapters 11 - 14  
The Montessori Controversy Chapters
- Feb. 6 - Maria Montessori, A Biography Chapters 15 - 20  
The Montessori Controversy Chapters
- Feb. 13 - Maria Montessori, A Biography Chapters 21- 24 & the **Afterword**  
The Montessori Controversy Chapter 6
- Feb. 20 - The Montessori Controversy Chapter 7
- Feb. 27 - The Montessori Controversy Chapters 8 & 9
- Mar. 6 - The Montessori Controversy Chapters 10 -12

## **Important due dates**

- Jan. 30 - Group 1 Presentation and time line
- Feb. 6 - Group 2 Presentation and time line
- Feb. 13 - Classroom observation **write-up** due in class
- Feb. 20 - Group 3 **Presentation** and *time line*
- Mar. 6 - Presentation of planes of development chart
- Mar. 13 - Final Exam

## **Reflection Papers**

Students will be asked to write a reflection in class on a topic **taken** from a lecture, video, or reading. All reflections will be written during the **first twenty** minutes of the *class*. A total of three reflection papers will be assigned.

## **Observation Write-up**

One observation in a Montessori 3-6 **environment** will be required Observation **must** be a minimum of **two** hours and be verified by the teacher of the classroom.

## **Planes of Development Chart**

Student will create *a* unique and creative way to demonstrate their understanding of Montessori's planes of **development**. Students may work *alone* or in groups **and** will **present** their work to the class using a **variety** of visual aids.

## **Group Presentation and Timeline**

Students will be assigned to a group and will **present** to the class a **timeline** of **significant** events that **influenced** **Maria** Montessori and the development of her philosophy and **method** based on readings in *Maria Montessori, A Biography* by Rita **Kramer**. Students will be required to use a multi-sensory approach **during** the presentation.

## Assignments

- 1.) Reading Assignments in assign texts with specific chapters to be **assigned** and read by specified dates.
- 2.) Group **presentation/timeline** on the life of Maria **Montessori**.
- 3.) Observation **Assignment** - one **observation** in a Montessori 3-6 classroom environment, minimum two hours. Observation to be verified by head teacher in that classroom. Observation to be completed by specified date.
- 4.) Planes of Development Chart
- 5.) Reflection **papers** to be completed in class and based on **assigned** readings or video presentations.
- 6.) Final Exam

## Evaluation/Grading

Participation in class	20 points
Group Presentation	20 points
Observation <b>Write-up</b> (1)	10 points
Reflection papers (3)	15 points
Planes of <b>Development</b> Chart	15 points
<b>Final</b> Exam	20 points
<b>Total</b> .....	100 points

A= 100-90 B= 89-80 C= 79-70 D= 69-60 F= Below 60

## **Schedule**

- Jan 9 - Introduction and Course Overview  
Montessori on Child Development (6.2.1)  
**Video** - I Am Your Child - The First **Years** Last Forever (6.2.1)
- Jan. 16 - Montessori's Planes of **Development** (Stages of Development Chart) (6.2.1)  
Basic Concepts of the **Montessori** Approach (6.2.2)  
Montessori Terminology (6.2.2)
- Jan. 23 - **Components** of the Montessori **Environment** (6.2.2)  
The Role of Observation in the Montessori Environment (6.2.3)
- Jan. 30 - **Group 1 Presentation** (6.2.2)  
**Preparation** and role of the **Teacher** (6.2.2)  
Approach to the Child (6.2.2)  
Professionalism  
**Record Keeping** 6.2.11)
- Feb. 6 - **Group 2 Presentation** (6.2.2)  
Video - Cerebral Showcase (6.2.1)  
Brain **Development** and Montessori Education - Overview (6.2.1)  
**Learning** Styles & Temperament
- Feb. 13 - Rationale for Practical Life - Order, Concentration, Coordination, **Independence** (6.2.4)  
Grace & Courtesy - A Human Responsibility (6.2.4)
- Feb. 20 - Group 3 **Presentation** (6.2.2)  
Rationale for Sensorial Education - Organizing **sensory impressions** (6.2.5)  
**Sorting** Exercises (6.2.5)  
Tactile, **Dimensional**, Visual (6.2.5)  
Auditory, Gustatory, Olfactory (6.2.5)  
**Geometry & Algebra**(6.2.5)
- Feb. 27 - Rationale for Mathematics and Language Arts (6.2.6 & 7)  
**Sensorial Preparation**  
Numeration/ Linear **Counting/Decimal System/Four** Operations  
Listening **skills/vocabulary/oral** language  
**Components** of **Sounds/Writing/Phonics**  
**Cultural/Environmental** Education  
Science & **Geography**
- Mar. 6 - **Presentation** of Planes of **Development** Charts
- Mar. 13 - **Final** Exam