

Chaminade University of Honolulu
Summer 2000

SSE '00

Phy

Course: ED 432 Introduction to Montessori
Instructor: Elaine Blasi
Location: 2610 KANAKANUI ROAD
Kihei, Hawaii 96753

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. Montessori's **philosophy is based** on this predictable unfolding. **This** course continues the philosophy begun in ED 232 and focuses on the Practical Life and Sensorial areas of the environment. It provides both concrete experiences and an over-arching foundation upon which to build **this** understanding of the child's needs.

Objectives

The students will:

1. Receive instruction regarding Montessori philosophy as it unfolds in the practical life and sensorial areas of the early childhood environment (MACTE competency #2)
2. ~~Receive instruction~~ on ~~the role of~~ an ~~adult~~ in a Montessori early childhood environment (MACTE competency #1, 2, 7, 8, 3.1)
3. Study Montessori's concept of the prepared **environment**, particularly as it relates to the practical life and sensorial areas of the early childhood environment (MACTE competency # 3.3, 5.1, 2, 3,4)
4. Be prepared to implement and evaluate the practical life and sensorial areas of the early childhood prepared environment in terms of meeting developmental needs (MACTE competency #4)
5. Become aware of **current** research in the field of early childhood education and development of the child.

Competencies

At the end of the course, the students should:

1. Be able to articulate a basic understanding of Montessori philosophy as it unfolds in the practical life and sensorial areas of the early childhood environment. (**MACTE** competency #2)
2. Recognize and take on the role of the adult in a Montessori early childhood environment. (MACTE competency # 1, 3.1, 2, 7, 8)
3. Demonstrate understanding of the prepared environment as it relates to practical life and sensorial activities. (MACTE competency #3.3, 5.1, 2, 3, 4)
4. Be able to implement and evaluate the practical life and sensorial areas of ~~the~~ early childhood prepared environment ~~in~~ terms of meeting developmental needs. (MACTE competency #4)
5. Be able to write **reflections** on readings using APA style, incorporating current research and knowledge in the field of early childhood education and child development.

Text

The **Discovery** of the Child - Maria Montessori

The **Secret** of Childhood - Maria Montessori

The Absorbent Mind - Maria Montessori

Montessori Matters (Available in Bookstore)

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Lecture

Discussion

Demonstration

Readings

Observation

Curriculum Notebook

Student Presentation

Writing Assignments

Exam

Evaluation/Grading

Attendance/Participation	60 points
Performance Evaluation Scores (10/Evaluation)	20 points
Sensorial Notebook/Rationale	25 points
Practical Life Notebook/rationale	25 points
Original Practical Life Activity	10 points
Original Sensorial Life Activity	10 points
Reflection papers (5 total)	50 points
Total.....	200 points

180-200	90-100%	A	160-179	80-89%	B
140-159	70-79%	C	120-139	60-69%	D

Criteria for-Evaluation

Attendance and Participation

60 points

Students must attend at least 90% of all sessions in order to pass the class. Special arrangements must be made **directly** with the instructor if more than 90% of the class will be missed. In case of illness or family emergency student may request an "incomplete". The student may be asked to make up the class by attending the next time the course is **offered**, by setting up an individualized program for completing the requirements or through completion of the required work in **the** time frame specified in the contract for "incomplete".

Students must submit at least 10 practice sheets showing evidence of practice during class time.

Performance Evaluations

10 points each

For full points students **can verbalize** rationale, points of interest and both **main** and indirect aims.

Performance is complete, and hand and body motions are graceful and smooth.

Notebooks

25 points each

For full points notebooks are clearly organized and aesthetically created. **They** are complete, typed, and include all lesson write-ups with illustrations, table of contents, tabbed dividers for sections and a thoughtfully researched 3-5 page rationale showing evidence of integration of readings and class content.

Original Activities

10 Points each

For full points, each activity includes a written lesson plan. Each activity is age appropriate, clearly demonstrated and include all steps necessary for analysis and synthesis by the **child**. Activities are aesthetically presented.

Reflection Papers

10 points each

Papers show analysis and synthesis of readings, life experience and classroom content. **They** are written using APA format for **citations** and bibliography.

7/5	Syllabus/Overview of Course
7/10 7/10 - 7/12	Rationale for Sensorial Dimensional Materials
7/12 7/17 - 7/19	Visual Materials Geometric Materials
7/24	Tactile Materials Auditory/Gustatory/Olfactory Materials
7/26	Rationale for Practical Life f Review of Fundamental Exercise
7/31 - 8/1	Care of (lie Environment Lessons
8/9 - 8/10	Care of (lie Self Lessons
	Grace and Courtesy Lessons
8/4 - 8/6	Analysis and Control -rimovement Exercises in Silence: Negation of Movement Exercises in Equilibrium: Walking on the Line
9/11 - 9/13	Presentations of Practical Life and Sensorial Original Activities Performance Evaluations Final
9/13	Practical Life and Sensorial Notebooks Due Reflection Papers Due

Adjustments and/or changes will be made as necessary to meet the needs of (lie student.