

Chaminade University of Honolulu
SPRING 2001

SE 01
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Course: ED 432 Introduction to Montessori
Instructor: Elaine Blast
Location: ISLAND SCHOOL
LIHUE, Hawaii 96753

Rations

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.

m **encies**

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 tin the role of the adult in a Montessori early childhood environment. (MACTE competency #1, 3.1, 1, 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

Demonstration

Curriculum Notebook

Writing Assignments

Readings

Student Presentation

Exam

Discussion

Observation

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

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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 "makeup 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 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.

Chaminade University
Intro to Montessori -ED 432
Elaine Blas Instructor

- 4/6, 4/7 Syllabus/Overview of Course**
Rationale for Sensorial
- 4/21,44 Dimensional Materials**
Visual Materials
Geometric Materials
- 5/4, 5/5 Tactile Materials**
Auditory/ Gustatory/ Olfactory Materials
Rationale for Practical Life
Review of Fundamental Exercise
- 5/18, 5/19 Care of the Environment Lessons**
Care Of the Self Lessons
Grace and Courtesy Lessons
- 6/1,6/2 Analysis and Control of Movement**
Exercises in Silence: Negation of Movement
Exercises in Equilibrium: Walking on the Line
- 6/15, 6/16 Presentations of Practical Life and Sensorial Original Activities**
Performance Evaluations Final
- 6/15 PRACTICAL LIFE AND SENSORIAL NOTEBOOKS DUE**
REFLECTIONS PAPERS DUE