

CHAMINADE UNIVERSITY OF HONOLULU
Honolulu, HI 96816
Course: ED 441 **CURRICULUM FOUNDATIONS**

SPRING 1999

Time: Thursday 1:00 to 4:15 PM
Instructor: **Sister** Christina M. Trudeau (SND/ ED. D)
808-988-7040-Home
808-739-4628-School
808-739-4607-Fax

Rationale

The curriculum of a school is a planned program based in part on **prepared** curriculum materials and planning by **teachers** and other professional staff **members**. This course will emphasize integration of all curricular areas **through** development of study units which unfold from one topic to another while involving students in concrete experiences.

Objectives

The students will:

1. Examine and understand the meaning of "curriculum" as it refers to **the** entire educational experiences: i.e., the entire span of teaching-learning periods from the early childhood level through the elementary grade levels;
2. Examine prevailing concepts of curriculum and the basis for curriculum **planning** these include social forces, historical forces, human development, local, and global perspectives;
3. Develop an understanding of the skills necessary for needs **assessment** and evaluation in curriculum planning;
4. Experience curriculum planning at the local level through observation and **participation** at school (O & P)
Investigate ways of involving parents and community resources in **curriculum** planning and development;
6. Explore classroom management models which support the use of learning centers and **unfolding** curriculum;
7. Create an integrated curriculum unit which meets the developmental needs of the age group for which it is intended;

Competencies

At the end of the course, the students should:

1. Understand and be able to articulate the forces which affect **curriculum** planning and development.
2. Be able to develop and write curriculum that is developmentally appropriate.
3. Be able to create materials for **use** in learning centers which unfold from one topic to another.
4. Be able to demonstrate competency in **organizing** and sequencing experiences

which reinforce physical, biological and **social** science **concepts** in an **integrated** curriculum.

- S. Know at least **three** ways to involve parents or use community resources in curriculum planning and development.
- S. Be able to introduce creative and **artistic** media within the curriculum content.

Textbooks

CURRICULUM FOR THE COSMIC PLAN OF EDUCATION and ENVIRONMENTAL STUDIES by Sister **Christina Trudeau**

Main Resource Book

Conceptions of Curriculum by Wiles & Bondi

Methods

Lecture	Videos	Discussion
Demonstration	Readings	O & P
Curriculum Notebook	Student Presentation	Research
Writing Assignments		

Assignments*

1. Complete a Curriculum Resource Notebook
note: Surface NET to research connecting **information** that could be used as "links" in the curriculum units
2. Write an 8 to 12 page Curriculum Guide which contains **the** research and background used to create your unit. guide should be clearly organized and **written** in a way **that** will be useful to you as a classroom teacher.
note: Collect samples!
O & P observations
3. Create a Unit of Study using principles and concepts learned in class. Include at **least** one of **each** of the following activities: **timeline**, map, classified cards, nomenclature cards, parts to **the** whole booklet. The full spectrum of **the** curriculum should be represented by the unit activities. Be **prepared** to explain your rationale and your sequences for **the** unfolding of **the** unit for **the** unit, as well as the reasons for your choice of activities at the **final** presentation.
Outline due on Mid-term.
4. Participate in class discussions and **attend** all class **meetings**
- S. Complete O & P assignments

O & P is extremely important for #441
The "transfer of learning" should
reinforce the methodology of #441

- e. Written responses based on reading materials. Questions will be given during class session. (Responses to be completed in class)

Evaluation - Marks

50% a Mid-term

50% Final Performance

- 15 points = Written responses & NOTEBOOK
- .25 points - Complete assignments (including O & P reports)
- .25 points = Unit Plan to Curriculum Guide (notebook)
- .25 points = Participation [ENTHUSIASM] & Attendance

Responses: 6 responses

- well written/clear and easy to understand
- shows evidence of integration and understanding of all readings

Notebook:

- well organized with easily discernible sections
- sections include all relevant materials
- rationale is complete and shows evidence of thorough grasp of subject matter
- notes are organized and easy to read and understand
- all lesson plans are clear enough that someone else could use them

'10 points will be subtracted for lateness.

Unit Plan:

- uses format provided
- all components included
- all sections clear, concise and easy to understand

•S points will be subtracted for lateness.

Curriculum

-thorough

Guide:

- current
- at least 10 references
- well written and easy to understand

'S points will be subtracted for lateness.

Unit/ #3 wk.! -original ideas a materials

-appropriate for age level

Presentation: -aesthetic

-clarity

-thorough

-strong oral presentation

-integrated in all subject areas

'Unit will not be accepted if late and no credit will be given.

SCHEDULE

ASSIGNMENTS

Jan. 14 Introduce Course and Syllabus
Overview of Development

Conceptions of Curriculum
Handouts pp. I-10
Wiles-Bondi

Jan. 21 Curriculum Procedures
Theory/Practice
Integrating Content-Curriculum
Theory. What current research
us!

Handouts
pp. 11-22
Discussing Thematic Teaching

Jas. 28	Integrating Content-Curriculum theory. Assessment-observations of Principles Curriculum. Development	Handouts pp. 24-47 Textbook approach
Yak 4	Integrating Curriculum "A Unit- The Horse"	Handouts: Levels of Planning "A Mind Map"
Feb. 11	Physical Science is Curriculum m. Study of time, change, results liquid solids gases cosmology	Handouts pp. 159-177 Needs assessment Models of Curriculum Stars & Space & Planets
Feb. IS	Earth Science in the Curriculum Geology Rocks & Fossils	Philosophies and aims of Education. pp. 182-221 handouts
Feb. 25	Creation in Curriculum Myths & Legends Cultural Approaches	Research Ancient Stories of Creation is Ancient Cultures
Mar. 4	Oceanography Life "long, long ago all life has NEEDS?"	Current research matching the distant past
Mar. 11	Geography skills & foundation Maps & Globe skills	Handouts pp. 221-258 Curriculum Goals & Aims
Mar. 1a	Arrival of plant life Botany with the environment	Bring in to class pressed leaves (3 doz types) and 5 flower types.
SPRING BREAK		Outlines of 3wk Unit Packets
Apr. 1	Arrival of animals on land Divide research on the "IN BETWEEN ANIMALS" or "NEITHER-NOR ANIMALS"	t" pp. 221-289 handouts
Apr. g	Arrival of mammals land and water	Concretize goals and objectives "Mock Units"
Apr. 15	An Early Society Hawaiians "The Sacred Swamps"	Handouts: "Working with Parents"
Apr. 22	A Later Society Hawaiians "Downtown Honolulu"	History handouts
Apr. 29	A celebration of your Cosmic Units	