

Chaminade University of Honolulu
Honolulu, HI 96816

Spring Day, 2000

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COURSE: Ed 441.02 Curriculum Foundations

INSTRUCTORS: Nanette Schonleber

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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 emphasizes curricular integration and understanding of curriculum foundations through development of science based units of study that unfold from one topic to another while involving students in concrete experiences. Includes Montessori sequence for Cosmic Curriculum for early childhood.

Objectives

The students will,

1. Understand various curriculum models, including the Montessori method, to construct understanding of the meaning and basis of curriculum from early childhood through the elementary grade levels. (MACTE Competency 3.2.3.2).
2. Develop an understanding of the skills necessary for needs assessment and evaluation in curriculum planning. (MACTE Competency 3.2.3.4)
3. Learn how to use local resources in the planning and implementation of a unit of study. (MACTE Competency 3.2.3.6)
4. Observe classrooms that use learning centers and unfolding curriculum (MACTE course component 6.2.3)
5. Create an integrated unit of study that is thoroughly grounded in current best practice and reflects solid knowledge of the subject and/or theme.
6. Become aware of the philosophy and rationale for the Montessori materials sequence and cosmic curriculum at the early childhood level, with particular attention to botany and zoology, earth elements, physical science, geography (including land and water forms, globes, maps, flags, multi-cultural awareness), and history (including time, calendar, seasons, personal history). (MACTE Competency 3.2.3.3.6; Course Component 6.2.9, 6.2.10)

Competencies

At the end of the course the students should:

1. Demonstrate knowledge, application and analysis of the theoretical and philosophical base upon which various curriculum models, including Montessori early childhood, have been and are currently being developed (MACTE competency 3.2.3.2)
2. Include assessment techniques in planning curriculum (MACTE Competency 3.2.3.4)
3. Use local resources in the planning and implementation of a unit of study that reinforces physical, biological and social sciences in an integrated curriculum (MACTE Competency 3.2.3.6)
4. Develop and write an integrated, science-based, cosmic curriculum that is developmentally appropriate and educationally sound. (MACTE Competency 3.2.3.5)
5. Create and present an integrated unit of study using the cosmic curriculum as the basis.
Include lesson plans and materials for use in learning centers (MACTE Competency 3.2.3.3)

Textbooks

Required:

<u>Curriculum Foundations</u>	Wiles and Bondi
Packet of Handouts	CUH Bookstore

Recommended

To Educate the Human Potential	Montessori
Teaching Science to Children	Friedl
National Science Education Standards	National Research Council

Methods

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

Evaluation

Attendance	10 Points
Research Articles/Service Learning	15 points
Unit of Study	
Unit Plan	10 points
Curriculum Guide	20 points
Materials/Presentation	25 points
Final	20 points
Total Possible	100 points

- A Work is done in a consistently superior manner, turned in on time and meets all requirements. (90-100 **points**)
- B Work shows consistently above average grasp of content, is turned in on time at least 80% of the time and meets at least 80% of the requirements. (80-89 **points**)
- C Work shows average grasp of content, is turned in on time at least 70% of the time and meets 70% of the requirements. (70-79 **points**)
- D Work is inconsistent/shows below average grasp of content, turned in late or not at all. (60-69 **points**)
- F Fewer than 60 points

Attendance Policy

Students must attend at least 90% of all sessions in order to pass the class.

Therefore, 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.

Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Jan 20 HH227	Overview and Rationale Historical context and current reality Bringing the cosmos into the curriculum	
Jan 27 KSchool	Curriculum Theory/Practice : Planning Effective use of time and space Preparation of the environment Calendars, scheduling and curriculum planning Lesson strategies of effective teachers	Section One-Packet W&B Ch 3,4 Handouts as assigned
Feb 3 HH227	Mini-Workshop : Beginnings Philosophy and rationale Physical science (physics, chemistry, space) History (time, calendar, seasons, personal history)	Section Two-Packet W&B Ch 1,2 Handouts as assigned <i>First Research/SL</i>
Feb 10 KSchool	Mini-workshop : Earth Science Philosophy and rationale Earth elements (geology) Geography (land/water forms, globes/maps)	Section Three-Packet Handouts as Assigned <i>Draft Unit Plan Due</i>
Feb 17 TBA	Curriculum Theory/Practice : Tools Using technology in the classroom Resources: parent and community Material making	W&B Ch 5 Handouts as Assigned <i>Second Research/SL</i>
Feb 24 KSchool	Mini-workshop: Life on Earth Philosophy and rationale Botany and Zoology	Section Four Five Packet Handouts as Assigned
Mar 2 KSchool	Mini-workshop: Weaving in Humanity Philosophy and rationale Multicultural awareness	Section Six-Packet Handouts as Assigned <i>C Guide Draft _ Due</i>
Mar 9 KSchool	Curriculum theory/practice: Role of the teacher Diagnostic Teaching The role of observation	W&B Ch 7 Handouts as Assigned <i>Third Research/SL</i>
Mar 16 HH227	Curriculum theory and practice Cooperative learning/Inquiry based approaches Other integrated curriculum models	W&B Ch 6,10 Handouts as Assigned
Mar 23 TBA	Working With Parents/Field Trip	<i>Final CG Due</i> <i>Final Unit Plan Due</i>
Apr 6	Presentation and celebration Mandatory for all students Ching Conference Hall	<i>Final Due</i>
Syllabus/course content may be adjusted to meet the needs of students-		

Assignments/Rubric for Assignments

I. Unit of Study

A. Create a unit of study to include:

- Unit Plan
- Curriculum Guide
- Activities for Unit
- Presentation of the Unit

B. For full points the following will be evident:

- Unit Plan
 - Uses format provided, including all sections
 - Shows clear relationship among goals, activities and skills
- Curriculum Guide
 - Organized with easily discernable sections
 - Aesthetically presented
 - Overview is complete with well thought out rationale
 - Reference/research is thorough, varied and complete
- Activities for Unit
 - Aesthetic in presentation
 - Appropriate for age-level
 - Integrated through all content areas
 - Original ideas and/or materials
- Presentation of the Unit
 - Interesting beginning activity
 - Clearly presented/coherent in thought and narrative
 - Unit plan for all class members

II. Research Articles/Service Learning Reflections \

A. Bring in 3 research articles, or 15 hours of service learning and do three reflections

B. For full points the following will be evident

- Both Written in Standard English
- Research Article is relevant to class, includes at least a one page summary and includes your reaction.
- Service Learning Reflection is descriptive, at least two pages, and includes all five senses.