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PM

Chaminade University of Honolulu
3140 Waialae Avenue
Honolulu, HI 96816

Spring 2000

Course: Ed 441.02 Curriculum Foundations

Home: 739-2927

Instructor: Jo-Anne W. Lewis

Office: 735-4719

Dates: 4/15, 4/27, 4/28, 5/13, 5/26, 5/27, 6/9, 6/10

Times: F: 5:30 - 9:40 S: 8:00 - 2:00

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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:

ED 441 Packet of **Handouts**
To Educate the Human Potential
Montessori **Matters**

CUH Bookstore
Montessori

Methods:

Lecture	Videos	Discussion
Demonstration	Readings	Writing Assignments
Student Group Work/Processes	Presentations	Curriculum Notebook

Evaluation:

Attendance & Participation	20
Reading/ Written Assignments	15
Mini Projects	10
Unit of Study	
Unit Plan	15
Materials	15
Presentation	15
Final	10
Total Possible	100

- A Student **attends** all assigned classes; work is done in a **consistently** superior manner; work is **turned** in on time and meets all requirements. (90-100 points)
- B Student is in **attendance** 80% of the class time; work shows consistently above average **grasp of content**; work is turned in on time, and meets at least 80% of **the** requirements. (80-89 points)
- C Student is in attendance 70% of the class time; work shows average grasp of content; **work** is most often turned in on time, and meets 70% of the requirements. (70-79 points)
- D Student is in attendance 60% of the class time; work is inconsistent/shows below average grasp of content; work is consistently **turned** in late (60-69 points)
- F Fewer than 60 points

Attendance Policy

An emphasis is placed upon **attendance** and **participation**; missing 20% (8 hours) of the class time automatically lowers a student's **mark** a full **grade**. In case of illness or family emergency student may **request** an "incomplete" which **needs** to be formalized by completing a contract **with** the instructor. 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.

Syllabus/course content may be adjusted/ modified to meet the needs of students

ED 441 - Schedule

<u>Date</u>	<u>Topic Overview</u>	<u>Assignments & Readings</u>
Saturday April 15	Introduction of Instructor & Course Brain Based Learning Mindmapping & Theming The Child in the Nature / Cosmos	Handouts ED 441 Booklet Sections 1 & 2 Personal Mindmap EdHuPo - Chaps 1-4
Friday April 27	Theming / Choice of a Unit Topic Cosmic Curriculum - Whole to Parts/ Holographic Universe Preparation of the environment Developmental Appropriateness	Handouts as assigned
Saturday April 28	Mini-Workshop: Beginnings History (time, calendar, seasons, personal history) Calendars, scheduling and curriculum planning Physical Science (physics, chemistry, space)	Handouts as assigned ED 441 Book - Section 3 EdHuPo - Chaps 5 - 9
Saturday May 13	Mini-workshop: Earth Science Earth Elements (geology) Geography (land/water forms, globes/maps)	Handouts as assigned ED 441 Book - Section 4 EdHuPo - Chaps 10 - 13
Friday May 26	Mini-workshop: Life Forms Botany Practice / Material making	Handouts as Assigned
Saturday May 27	Mini-workshop: Life forms / Interdependence Zoology Practice / Material making	Handouts as Assigned ED 441 Book - Section 5 EdHuPo - Chaps 14 - 19
Friday June 9	Mini-workshop: Weaving in Humanity Needs of Man Multicultural awareness	Handouts as assigned
Saturday June 10	Curriculum theory / Practice : Role of the teacher & Role of the Child as Defined by: Constructivist Philosophy of Edution, Cooperative Learning Inquiry Based Approches, Three Faces of Mind/ 10 Intelligences Presentation of Units and Celebration	

Assignments/Rubric for Assignment

1. Unit of Study

A. Create a unit of study to include:

Mind Map

Unit Plan

Geographical - Historical Overview

Scientific Overview

Cultural Overview

Integrated Overview - "Celebration of Life"

Curriculum Guide

Activities for Unit

Presentation of the Unit

B. Show evidence of the following:

Mind Map

Show overview sections and attendant activities

Show connections (symbols) between overview areas

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