



# Chaminade University

O F H O N O L U L U

**ED 420: Integrated Curriculum**  
**Instructor: Katrina Roseler, Ph.D.**  
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**11:30-12:50 - Brogan 102**  
**Fall DUG 2018**

**Instructor: Katrina Roseler**  
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**Office Hours: T/R 9-11**  
**Office Location: Brogan 126**

**Required Texts: None**

**Helpful Resources / Supplementary Materials:**

Resource	Description
<a href="#">Learning on Display</a>	D'Acquisto, L. (2006). <i>Learning on display. [electronic resource]</i> : student-created museums that build understanding. Association for Supervision and Curriculum Development. Retrieved from <a href="http://search.ebscohost.com.ezproxy.chaminade.edu/login.aspx?direct=true&amp;db=cab05634a&amp;AN=sfl.u483261&amp;site=eds-live">http://search.ebscohost.com.ezproxy.chaminade.edu/login.aspx?direct=true&amp;db=cab05634a&amp;AN=sfl.u483261&amp;site=eds-live</a>
<a href="#">Smithsonian Learning Lab</a>	Electronic resources and collections from the Smithsonian Museums
<a href="#">Teaching Channel</a>	Online community where teachers can watch, share, and learn diverse techniques to help every student grow.
<a href="#">Edutopia</a>	K-12 Teaching Tips and Strategies that work
<a href="#">Bernice Pauahi Bishop Museum</a>	An in-site search for lesson/unit plans that are grades 3-5, connected to NGSS, HSTS and GLO's - Keyword NASA for integrated science lessons
<a href="#">Pacific Aviation Museum</a>	An insight search connected to the education programs available at the Pacific Aviation Museum.
<a href="#">Library of Congress</a>	US Government webpage dedicated to supporting teachers with materials, professional development and primary sources.
<a href="#">Interact Simulations</a>	
<a href="#">Project Aloha `Aina</a>	Instructional units designed to help students meet selected Hawai'i Content and Performance Standards developed by the Department of Education, as well as <i>Nā Honua Mauli Ola</i> , Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments
<a href="#">Project WET</a>	We envision a world in which <b>action-oriented education</b> enables every child to <b>understand and value water</b> , ensuring a sustainable future.
<a href="#">Hawaii DOE - STEM competitions and programs</a>	A growing list of links to STEM-related competitions, programs and fairs, plus a vetted list of STEM classroom units.

**Course Catalog Description** -This course provides an examination of the broad aims of education through the inquiry approach on the sciences, including physical science, botany, zoology, earth elements, geography, and history. Emphasis is on writing a science-based curriculum that unfolds throughout all the content areas and that is developmentally and culturally appropriate, and on preparing learning center materials. Current research is examined. **Required: 10 hours of O&P** Prerequisites: Pass Praxis I, ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

**Service Learning: 20 Hours aligned with your O&P Placement**

**Essential Questions:**

1. What resources, materials, tools and subjects are incorporated into effective integrated curriculum?
2. How do I create effective integrated curriculum that includes the necessary resources, materials, tools and subjects?

**Mission Statement:**

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

**Marianist Values:**

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

**Chaminade Core Competencies:**

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

#	Program Outcomes (POs)
1	<b>Content Knowledge</b> ( <i>Knowledge of subject matter</i> )
2	<b>Developmentally Appropriate Practice</b> ( <i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i> )
3	<b>Pedagogical Content Knowledge</b> ( <i>Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner</i> )
4	<b>Educational Technology</b> ( <i>Knowledge of and application of appropriate technology for student learning</i> )
5	<b>Assessment for Learning</b> ( <i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i> )
6	<b>Diversity</b> ( <i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i> )

<b>7</b>	<b>Focus on Student Learning</b> ( <i>Skills in the planning and design of meaningful learning activities that support and have a positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology</i> )
<b>8</b>	<b>Professional &amp; Ethical Dispositions and Communication</b> (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

<b>#</b>	<b>Course Learning Outcomes (CLOs):</b> By the completion of this course students will be able to:
<b>1</b>	identify, evaluate and further develop currently available K-6 integrated curricular materials.
<b>2</b>	create original and integrated curricular materials for K-6 students. These materials will <ul style="list-style-type: none"> <li>a. have foundations in science or social studies and be supported by learning activities in math and LA.</li> <li>b. Integrate appropriate, relevant and meaningful technology</li> <li>c. be founded on research-based best practices (e.g., place-based, case-based, problem-based, and project-based learning).</li> </ul>

**Alignment of learning outcomes**

	CLO1	CLO2	CLO2a	CLO2b	CLO2c
<b>Marianist Values</b>	Provide an integral quality education Educate for adaptation & change	Educate for adaptation & change	Educate for service, justice & peace	Educate for service, justice & peace Educate for adaptation & change	Educate for adaptation & change
<b>WASC Core Competencies</b>	Written Communication	Written Communication	Critical thinking	Critical thinking Information literacy	Information literacy
<b>Program Outcomes</b>	Developmentally Appropriate Practice Pedagogical Content Knowledge	Pedagogical Content Knowledge Focus on Student Learning	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Pedagogical Content Knowledge

## Course Requirements

**Observation & Participation:** There is a 10 hour O&P requirement for this course. It is imperative that you complete your O&P paperwork as well as get into your placement during the first month of the semester. The O&P requirements by visiting the [Education Division Field Services website](#). Should you have further questions please contact the Field Services office via email at [edu-fieldservices@chaminade.edu](mailto:edu-fieldservices@chaminade.edu).

\*A letter to give to your OPT is available [here](#) and provides your OPT my expectations for this term as a Chaminade student participating in the elementary classroom for this ED 420 course.

### Grading:

Percent	Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
0 – 69%	F

**Grade Dissemination** Much of the evidence for learning in this course is written. Personal and meaningful feedback on assignments may take 30 minutes to multiple hours of time per student. In order to honor the time you invest in engaging in learning activities, so to should I invest time in the evaluation of that learning. My goal will be to return graded assignments within one week of the due date.

**Basis for Final Grade** Students will in this course will be evaluated in 2 areas; pedagogical learning and personal learning. Learning is an iterative process which includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted.

%	Assessment area	CLO(s)
65	Pedagogical Learning Activities	1, 2
35	Content Learning Activities	1, 2

### Tentative Activities and Assignment Schedule

Week	Topic(s)	Learning activities & Assignments
1 8/24	Course Introduction	<a href="#">Classroom Museum</a> - Learning on Display <ul style="list-style-type: none"> <li>Planning for a classroom museum</li> <li>Theme selection</li> </ul>
2 9/2	Engaging in and reflecting on interdisciplinary learning - <a href="#">Classroom Museum</a>	<b>Classroom Museum - Cont.</b> <b>Sept 5 - PHAM Field Trip - Tour (Overview)</b> <ul style="list-style-type: none"> <li>Introduction to museum; The role of non-formal education to advance student learning outcomes</li> <li>Education programs at Pearl Harbor Aviation Museum; overview, instructional philosophy; curriculum development process; assessment</li> <li>PHAM Journal Entry #1</li> </ul>
3 9/9	Context for Learning	<b>Classroom Museum - Cont.</b> Curriculum Planning <ul style="list-style-type: none"> <li>Journal Keeping - Chapter 4</li> </ul>
4 9/16	Investigating Standards and required DOE curriculum & materials: Stepping Stones & Wonders	<b>Classroom Museum - Cont.</b> <b>Sept 19 - PHAM Field Trip</b> <ul style="list-style-type: none"> <li>PHAM Journal Entry #2</li> </ul> <b>Sept 21 - PHAM Living History Day</b> <ul style="list-style-type: none"> <li>PHAM Journal Entry #3</li> </ul>
5 9/23		<b>Classroom Museum - Cont.</b> Curriculum Planning - Identify DOE/Class REQUIRED Learning Materials Context for Learning - <b>CFL Assignment #1 - About the Class</b>
6 9/30		<b>Classroom Museum - Cont.</b> <b>CFL Assignment #2- About the school</b> <b>Oct 3 - PHAM Release Day</b> <ul style="list-style-type: none"> <li>PHAM Journal Entry #4: Barnstorming OR Field Trip Observation</li> </ul>
7 10/7		<b>Classroom Museum - Cont.</b> <b>CFL Assignment #3 - About the Students</b>
8 10/14		<b>Classroom Museum - Cont.</b> <b>Oct 17 - PHAM field trip</b> <ul style="list-style-type: none"> <li>Select your program and introductory meeting with mentor</li> <li>PHAM Journal Entry #5</li> </ul>
9 10/21	Creating an original Science/Social Studies interdisciplinary learning segment that aligns with PHAM resources	Curriculum Planning - Standards Alignment (Crosswalk), (UbD) Learning Outcomes <b>CFL Final Assignment</b>
10 10/28		Curriculum planning - Assessment <b>Oct 31 - PHAM Release Day</b> <ul style="list-style-type: none"> <li>Barnstorming, Field Trip Observation or Meet with Mentor</li> <li>PHAM Journal Entry #6</li> </ul>
11 11/4		Curriculum planning - Rubrics <b>Nov 7 - PHAM Release Day</b> <ul style="list-style-type: none"> <li>Barnstorming, Field Trip Observation or Meet with Mentor</li> <li>PHAM Journal Entry #7</li> </ul>

<p>12 11/11</p>		<p>Curriculum planning -</p> <ul style="list-style-type: none"> <li>● Learning activities - Journal Writing</li> </ul>
<p>13 11/18</p>		<p>Curriculum planning</p> <ul style="list-style-type: none"> <li>● External Resources</li> <li>● Calendar</li> </ul> <p><b>Nov 21 - PHAM field trip</b> - Final Presentations</p> <ul style="list-style-type: none"> <li>● PHAM Journal Entry #8</li> </ul>
<p>14 11/25</p>		<p>Curriculum planning -</p> <ul style="list-style-type: none"> <li>● Unit Plan</li> <li>● Lesson Plans 1-3: Rough Draft</li> </ul>
<p>15 12/2</p>		<p>Curriculum planning O&amp;P AND Service Learning Timesheets DUE</p>
<p>Finals</p>		<p>Curriculum planning - Original Interdisciplinary Unit Concept/Lesson Plans</p>

## Course Policies

### Course communication

Communication for this course including announcements, assignments and grades will be posted on Canvas; Chaminade's Learning Management System. **When communicating with me electronically, please identify the course you are referring to in the subject line (ED 420) of your e-mail.** My goal is to respond to emails within 24 hours of receipt.

### Late Work Policy

**I do not accept late work.** Deadlines are created in order to allow students time to process and collaborate on assignments as well as allow the instructor an opportunity to evaluate participation and engagement. When the deadline for an assignment has passed and a student has failed to engage in the required learning activity with his/her colleagues, that opportunity/experience cannot be recreated or revisited.

Chaminade's Learning Management System (i.e., Canvas) will be configured to identify assignments that are submitted after the due date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together.

### Rewrite/Resubmission Policy

Learning is an iterative process and multiple opportunities will be provided for students to revise their work. Students who wish to submit a revised assignment for an increased grade need to contact the instructor directly. Because course activities will include the process of revision, opportunities to rewrite and resubmit work will ONLY be provided on a case-by-case basis. **No rewrites will be provided on the final submission of the Signature Assignment** (i.e., Final curriculum plan/lessons).

### Writing Policy:

All written work is to be word-processed, proofread, and solely the work of the author. Written work should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. If you need writing assistance, please seek help from Student Support Services and [Kokua ike - \(Tutoring Center\)](#).

### Group Work/Cooperative Learning Policy

Learning and engagement in science and engineering is a process that requires the interaction and support of others. In other words, knowledge is [socially constructed](#). In order to support learning of all students you will be expected to work cooperatively with others in this course. Your contribution to the online discussions supports your learning as well as the learning of others in this course.

### Appropriate Technology (Smartphones/Laptops/Tablets).

Laptops, tablets and smartphones will be used during course activities to support individual and group learning activities. Students are encouraged to bring their devices in order to support their learning. However, students are urged to minimize functions that will detract from learning. Chaminade University student classroom policy indicates that cell phones are not to be used in class without instructor approval. Distractions that inhibit your ability to fully engage in learning should be minimized or eliminated. Every effort will be made to motivate your engagement in

course activities, however distractions such as text messages, emails and posts on social media take away from your ability to learn as well as your contribution to other in the course. Please make a conscious decision to minimize or eliminate distractions of this nature.

### **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students at the following address [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu).

## **University Policies**

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Attendance:** As stated in the Chaminade University Student Handbook, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division* as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. A summary of the Education Division's attendance policy is attached at the end of this syllabus.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

**Plagiarism:** “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu). A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student’s life experience.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the “I” will automatically be recorded as an “F” on your transcript.