



**ED 420 - Integrated Curriculum**  
**Fall 2020**  
**3 Credits**  
**CCPI**

**Instructor:** Scott Wylie, Ph.D.  
**Email:** scott.wylie@chaminade.edu

**Office Hours:** By Appointment  
**Office Location:** Online

**Required Texts:**

None - All texts will be provided on the course Canvas page.

**Essential Questions:**

- What resources, materials, tools and subjects are incorporated into effective integrated curriculum?
- 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

**WASC Core Competencies:**

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

**Program Learning Outcomes (PLOs):**

|   |   |
|---|---|
| 1 | Content Knowledge (Knowledge of subject matter)   |
| 2 | Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)   |
| 3 | Pedagogical Content Knowledge (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) |
| 4 | Educational Technology (Knowledge of and application of appropriate technology for student learning)  |

|   |  |
|---|--|
| 5 | Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)   |
| 6 | Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)  |
| 7 | Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)     |
| 8 | Professional & Ethical Dispositions and Communication (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). |

**Course Learning Outcomes (CLOs):**

|   |   |
|---|---|
| 1 | Students will be able to identify, evaluate and further develop currently available K-6 integrated curricular materials.  |
| 2 | Students will be able to create original and integrated curricular materials for K-6 students. These materials will a) have foundations in science and social studies and be supported by learning activities in math and ELA; b) integrate appropriate, relevant and meaningful technology; and c) be founded on research-based best practices in STEM education (e.g., place-based, case-based, problem-based, and project-based learning). |

**Alignment of Learning Outcomes:**

|                           | CLO 1          | CLO 2          |
|---------------------------|----------------|----------------|
| Essential Questions       | EQ 1, 2        | EQ 1, 2        |
| Marianist Values          | MV 2           | MV 2           |
| WASC Core Competencies    | WASC 1, 4      | WASC 1, 4      |
| Program Learning Outcomes | PLO 2, 4, 7, 8 | PLO 2, 4, 7, 8 |

**Course Information:**

**CUH Marianist Values**

This course aligns with the Marianist value of providing an integral quality education. By combining the various disciplines students have studied thus far (ELA, mathematics, science, and social studies), this course shows how each field is vital to students' overall understanding of complex issues and topics. This serves to provide a quality education, not only to the students enrolled in this course, but also to the future students they will teach as they embark on their careers as educators.

## Readings

Multiple readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning.

## Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

## Grading

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will result in a loss of points and will negatively impact your grade in the course.

Each assignment this semester will be worth ten points. Your overall grade will be determined by the percentage of the total points you have earned.

*Letter grades are defined as follows:*

|             |            |            |            |           |
|-------------|------------|------------|------------|-----------|
| A (100-90%) | B (89-80%) | C (79-70%) | D (69-60%) | F (59-0%) |
|-------------|------------|------------|------------|-----------|

## Syllabus

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

## University Policies

**Academic Honesty Statement:** Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.

- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

**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
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **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.

## Activities Schedule

| Week      | Assigned Readings  |
|-----------|--|
| <b>1</b>  | Topic: Course Introduction   |
| <b>2</b>  | Topic: Big Ideas   |
| <b>3</b>  | Topic: FSM Standards (Part 1)  |
| <b>4</b>  | Topic: FSM Standards (Part 2)  |
| <b>5</b>  | Topic: Chuukese Children's Stories - Finding the Big Idea                  |
| <b>6</b>  | Topic: Chuukese Children's Stories - Identifying Reading & Writing Lessons |
| <b>7</b>  | Topic: Chuukese Children's Stories - Identifying Math & Science Lessons    |
| <b>8</b>  | Topic: Unit Plan Development - The Big Idea                                |
| <b>9</b>  | Topic: Unit Plan Development - Assessment & Student Understanding          |
| <b>10</b> | Topic: Unit Plan Development - Assessment & Student Understanding          |
| <b>11</b> | Topic: Make Up Work  |
| <b>12</b> | Topic: Unit Plan Development - Reading & Writing Lessons (Vernacular)      |
| <b>13</b> | Topic: Unit Plan Development - Reading & Writing Lessons (English)         |
| <b>14</b> | Topic: Unit Plan Development - Math & Science Lessons                      |
| <b>15</b> | Topic: Course Wrap Up and Reflections                                      |