



# 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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**Optional online Sessions Tuesdays**  
**11:20-12:50 Hawaii Time**  
**Fall DUG 2020**

**Instructor: Katrina Roseler**  
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**Office Hours: By appointment**  
**Office Location: Brogan 126**

**Required Texts: None**

**Helpful Resources / Supplementary Materials:**

Resource	Description
<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="#">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="#">Pearl Harbor Aviation Museum</a>	An insight search connected to the education programs available at the Pearl Harbor 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.

**Essential Questions:**

1. What resources, materials, tools and subjects are incorporated into effective integrated curriculum?
2. How do I create an 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	Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2	Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4	Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

#	Course Learning Outcomes (CLOs): In this course, students will:
1	engage in and reflect upon personal engagement with integrated learning experiences
2	create original and integrated curricular materials for K-6 students. These materials will <ul style="list-style-type: none"> <li>a. have a foundation in science and be supported by learning activities in Math and Language Arts.</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	Provide an integral quality education	Educate for service, justice & peace Educate for adaptation & change	Educate for adaptation & change
<b>CUH Core Competencies</b>	Written Communication	Written Communication			
<b>Program Outcomes</b>	2	1	2	2	2, 3

**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. 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.*

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**

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. **If an assignment are submitted late, without prior notification and agreement with the instructor, the assignment will not receive full credit.**

### **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 project).

### **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 others in the course. Please make a conscious decision to minimize or eliminate distractions of this nature.

**Grading:**

Percent	Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 - 69%	D
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 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 in this course will be evaluated in 2 areas; pedagogical learning and content/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	Course Activities	CLO
1 8/24	<ul style="list-style-type: none"> <li>● Introductions</li> <li>● How do things Fly?               <ol style="list-style-type: none"> <li>i. Forces of Flight</li> <li>ii. Paper airplane investigation</li> </ol> </li> </ul>	1
2 8/31	How do things fly? <ul style="list-style-type: none"> <li>● Bernoulli &amp; Center of gravity</li> <li>● Paper airplane investigation</li> </ul>	1

3 9/7	<b>Introduction to PHAM - Sept 8 - PHAM Zoom Meeting #1</b> <ul style="list-style-type: none"> <li>● Investigate how things fly in nature</li> <li>● The relevance of informal learning spaces</li> <li>● Select an O&amp;P activity</li> </ul>	1
4 9/14	<b>PHAM Sept 15 - PHAM Zoom Meeting #2</b> <ul style="list-style-type: none"> <li>● PHAM Journal Reflection</li> <li>● Comparing airplane design to things that fly in nature</li> </ul>	1
5 9/21	<ul style="list-style-type: none"> <li>● Science Education as an integrated learning experience</li> <li>● Introduction to Integrated Curriculum</li> <li>● How do things fly debrief</li> </ul>	2
6 9/28	<ul style="list-style-type: none"> <li>● UbD Stage 1: Identifying desired outcomes <ul style="list-style-type: none"> <li>○ (Select a PHAM program)</li> </ul> </li> <li>● O&amp;P Reflection #1</li> </ul>	2
7 10/5	<ul style="list-style-type: none"> <li>● UbD Stage 2 - Determining acceptable evidence</li> </ul>	2
8 10/12	<ul style="list-style-type: none"> <li>● UbD Stage 3 - Developing a learning plan <ul style="list-style-type: none"> <li>● Communicate with PHAM Staff</li> </ul> </li> <li>● O&amp;P reflection #2</li> </ul>	2
9 10/19	<ul style="list-style-type: none"> <li>● Designing engaging lessons <ul style="list-style-type: none"> <li>● Communicate with PHAM Staff/Lesson Feedback</li> </ul> </li> <li>● O&amp;P reflection #3</li> </ul>	2
10 10/26	<ul style="list-style-type: none"> <li>● Virtual Lesson/Activity Test Run <ul style="list-style-type: none"> <li>● Feedback</li> </ul> </li> <li>● O&amp;P reflection #4</li> </ul>	2
11 11/2	<ul style="list-style-type: none"> <li>● Virtual Lesson/Activity Test Run <ul style="list-style-type: none"> <li>● Feedback</li> </ul> </li> <li>● O&amp;P reflection #5</li> </ul>	2
12 11/9	<ul style="list-style-type: none"> <li>● Creating your unit in Google Classroom <ul style="list-style-type: none"> <li>● Course Reflection</li> </ul> </li> </ul>	2
13 11/16	<ul style="list-style-type: none"> <li>● Virtual Field Trip Presentations <ul style="list-style-type: none"> <li>● Feedback</li> </ul> </li> </ul>	2
14 11/23	<ul style="list-style-type: none"> <li>● Virtual Field Trip Presentations <ul style="list-style-type: none"> <li>● Feedback</li> </ul> </li> </ul>	2

## 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Notice of Nondiscrimination**

Chaminade University's compliance with Title IX is implemented in the context of the University's broader Nondiscrimination/Anti-harassment Policy and Grievance Procedures, which advises the University community of prohibited discriminatory and harassing conduct by Community Members, as well as the resources and processes for addressing and resolving complaints of discrimination, harassment and/or violation of University policy.

Chaminade University does not discriminate because of race, color, national origin, religion, sex, age, disability (mental or physical), genetic information, pregnancy, gender identity/expression, sexual orientation, ancestry, marital status, arrest or court record status, National Guard participation, victim of domestic or sexual violence status, breastfeeding, or any other protected status. Full details of the University's anti-discrimination policy can be viewed in Volume III, Section 3.1 of the Policy Manual

### ADA Accommodations

Chaminade University of Honolulu offers accommodations for **all actively enrolled** students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua 'Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2-3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua 'Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Academic Conduct:**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook](#)

**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.

**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.