



Course Syllabus - ED 420-90-2 Integrated Curriculum

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number and Title: ED 420-90-2 Integrated Curriculum

Term: Spring AUP April 12-June 19 2021

Course Credits: 3

Class Location: Online

Instructor Name:

Email: katrina.roseler@chaminade.edu

Phone: 808.440.4215

Office Location: Brogan 126

Office Hours: By Appointment

University 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.

Course Prerequisites: Students enrolled in this course should have already completed the following courses: ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

Required Learning Materials: Wiggins, G.P., & McTighe, J. (2005). *Understanding by design, expanded 2nd edition*. Alexandria, Va: Association for Supervision and Curriculum Development.

Course Website: <https://chaminade.instructure.com/courses/15360>

Course Overview

This class focuses on unit and lesson planning that integrates science concepts within the ELA and mathematics curriculum in the elementary classroom. By the end of this term, you will develop curriculum that can be incorporated in your future classes. Further, you will explore the structure of effective science learning experiences, explore resources that will allow you and your students to engage in science & engineering practices, as well as consider what integrated learning looks like or how it can be implemented with students (O&P). **Required: 10 hours of O&P. Observation and Participation fee applies.**

Essential Questions

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

Course Learning Outcomes

By the end of our course, students will be able to:

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 (a) have a foundation in science and be supported by learning activities in Math and Language Arts; (b) integrate appropriate, relevant and meaningful technology; (c) be founded on research-based best practices (e.g., place-based, case-based, problem-based, and project-based learning)

Program outcomes

Program Learning Outcomes for undergraduate degree in Elementary Education

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.

University Outcomes

Chaminade Core Competencies

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

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

6. Education for formation in faith
7. Provide an integral, quality education
8. Educate in family spirit
9. Educate for service, justice and peace
10. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957)
Acquire skill and make it deep

3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Alignment of Learning Outcomes

	CLO1	CLO2	CLO2a	CLO2b	CLO2c
Marianist Values	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
CUH Core Competencies	Written Communication	Written Communication			
Program Outcomes	2	1	2	2	2, 3

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Grading

Assignments should be turned in on the due date noted in Canvas; late assignments will result in a loss of points and will negatively impact your grade in the course. Every effort will be made to grade each discussion or assignment with one week of submission. Please check Canvas for feedback on your discussions or assignment and incorporate this feedback as you progress through the course.

Assignments	% of grade	Description
O&P Assignments	20	10 hours of observation, participation and reflection on K-6 classroom integrated learning experiences.
UbD Planning	80	Iterative development of a long-range integrated unit plan using Understanding by Design Framework described in the course textbook.

Key Assessments

O&P Reflection Paper (50 points): This semester you are expected to complete a minimum of 10 hours of O&P. Based on your experience, you will write a 300-word reflection describing a key moment or observation related to the concepts presented in this course. Your reflection must relate to, draw upon, and reference the assigned readings from the course. O&P reflections will be graded according to the rubric in Canvas.

UbD Unit Plan Project (100 points): For this project, you will develop a two to three-week unit plan that brings together the ideas discussed in this course. The unit plan should be suitable for your desired grade level and subject area, and should include the relevant state and/or national standards.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Course Policies and Requirements

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it is 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.

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. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Class Discussions (16 points each)

Over the course of the semester, you will participate in online discussion threads about the assigned topics. These discussions are the central component of the course and participation is required. These discussions are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge ideas – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the course rests on the quality of these discussions.

On the weeks that these discussions are assigned, your initial response is due by 11:59pm on Saturday. The initial responses should be a minimum of 250 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. Further, you are also required to post a minimum of one response to a classmate by 11:59pm every Monday. Responses should be a minimum of 250 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument). ***You are encouraged to make multiple responses in our class discussions – I will only grade your strongest response, so there is no chance you will lose points by posting more than once.*** (Please see rubric in Canvas)

Assignments

Students will participate in online discussions each week based on the assigned readings, and complete the signature assessment at the end of the course. The specifics of these assignments are outlined on the following pages.

Late Work Policy

The success of the course rests on the quality of online discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives

Course time commitment: This is a 3 unit course, which will necessitate a time commitment of approximately 9 hours a week. There is a large volume of reflective thinking/writing and peer feedback associated with this course, therefore you need to be able to schedule the time necessary to make the most of the materials and experiences. Please do not procrastinate. If you fall behind, then others lose out on your contribution to the dialogue and experiences.

Grades of "Incomplete"

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete". This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of "incomplete" must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

Instructor and Student 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). katrina.roseler@chaminade.edu. **When communicating with me electronically, please identify ED 420 in the subject line of your email.**

We will be using the Canvas Learning Management System (LMS). Communication for this course including announcements, assignments and grades will be posted on Canvas.

Activities Schedule

Date	Topic / Assignments Due	Read/Watch
Week 1	Defining Science Education	See Canvas for Assigned Readings
Week 2	Community Resources	See Canvas for Assigned Readings
Week 3	Introduction to Integrated Curriculum O&P Reflection #1	See Canvas for Assigned Readings O&P Video and Standards
Week 4	Introduction to Backward Design O&P Reflection #2	Wiggins & McTighe (2005) <i>Introduction Ch 1 – Backward Design</i>
Week 5	UbD Stage 1 - Desired Results O&P Reflection #3	Wiggins & McTighe (2005) <i>Ch 3 – Gaining Clarity on our Goals</i> O&P Video and Standards
Week 6	UbD Stage 2 - Evidence O&P Reflection #4	Wiggins & McTighe (2005) <i>Ch 7 – Thinking Like an Assessor</i> O&P Video and Standards
Week 7	Rubrics O&P Reflection #5	O&P Video and Standards
Week 8	UbD Stage 3 - Learning Plan O&P Reflection	Wiggins & McTighe (2005) <i>Ch 9 – Planning for Learning</i>
Week 9	Lesson Planning	See Canvas for Assigned Readings
Week 10	Unit Plan Project Course Reflection	No Assigned Reading

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

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:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.