



Chaminade
University
OF HONOLULU

EDUC 714 Course Syllabus

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 714

Course Title: Integrated Curriculum & Technology

School/Division: School of Education and Behavioral Sciences

Term: Spring 2021 / April 12 – June 19

Credits: 3

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Virtual Office Hours: Monday-Sunday 9 am to 6 pm (HST) and by appointment.

University Course Catalog Description

Utilizing “Understanding by Design” principles, facilitates the development of an integrated curriculum unit that applies student-centered learning, and appropriate instructional processes, assessment, and technology in a thematic unit of study that draws upon at least three content areas.

Conceptual Framework

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community.

Education Division Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

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

Program Learning Outcomes (PLO)

1. Analyze his/her own professional and intellectual development and its relationship to best practices in education.
2. Critique major learning theories, education literature and research methodologies.
3. Compose academic prose for a variety of audiences.
4. Promote academic and professional dialogue within a community of learners.
5. Use strategies aligned with education research to make informed decisions for adaptation and change.
6. Employ professionalism and ethical standards of conduct.

Course Learning Outcomes (CLO)

1. Demonstrate knowledge and understanding of learning theories and learning styles, and student-centered teaching strategies to scaffold preK-12 student learning through lesson and unit plans. (PLO 1, 2)
2. Utilize Understanding by Design principles to create a thematic unit of study that demonstrates planning skills, knowledge of different areas ("big ideas" and key concepts and skills included), the use of individual and varied group instructional processes, and connections to community (place-based education). (PLO 1, 2)
3. Demonstrate competent use of appropriate educational assessment, evaluation, technology, and research strategies for the development of an integrated thematic unit of study. (PLO 5)
4. Produce standards-based learning activities utilizing the backward design process that integrate at least three content areas into a place-based thematic unit of study that addresses essential questions, promotes deep levels of understanding, and reveals authentic forms of assessment. (PLO 2, 5).

Learning Materials

- Drake, S. M. (2012). Creating standards-based integrated curriculum: The common core state standards edition (3rd ed.). Thousand Oaks: SAGE.
- Other learning materials will be provided.

Assessment

Assignment	Pts	Assignment Description	Due Date
Thematic Integrated Unit topic & rationale	20	Desired Results: Stage 1 of Understanding by Design UbD (UbD) This first assignment starts with Stage 1 of UbD. It's the beginning of the end (desired results). In this assignment you will create a (first draft) narrative giving an overview of your unit. This overview should include: Grade level, background information of the students (generalized student profiles & characteristics of your students such as class size, gender, ethnic background, range in achievement levels, English Learner status, disadvantaged status, Special Education status). If you are currently teaching, describe your student population; if you are not teaching, describe a group of students in a Hawaii school in your community. Also include the curriculum theme, three or more content/subject areas of focus	Initial draft of Stage 1 due (e-mailed to instructor) by week 4 (11:59 p.m., HST)

Assignment	Pts	Assignment Description	Due Date
		<p>along with key goals, standards, and benchmarks, the “big ideas” or “essential understandings” (2-3 generalized statements that are broad in nature and connected to the essential questions), and essential questions. Also you should briefly describe why this unit of study is important for your students to experience (the rationale).</p> <p>Remember, that this is just the beginning of the UbD process (Stage 1), and that this is a “work in progress.” You’ll have the entire term to work through and refine this stage and the Stages 2 and 3 as we go through this course.</p>	
Assessment Rubric and Unit Timeline	20	<p>Assessment Evidence: Stage 2 of UbD Stage 2 of UbD focuses on connecting the key goals, understandings, essential questions, and “big ideas” from Stage 1 with authentic evidence of learning through performance tasks (assessment evidence). Here in the first draft of Stage 2 you will prepare a description of how you plan on authentically assessing students for this unit of study as it relates directly to the standards, benchmarks, “big ideas,” and key concepts and skills. Submit a 1-2 page paper containing the descriptions of the performance tasks and other forms of evidence you will utilize to check for deep understanding throughout the span of this unit. Also include at least one rubric (preferably for the culminating project/assignment in this unit) that reveals an authentic form of assessment based on student performance. In addition to these components of Stage 2, you will need to include a timeline for this unit of study. Consider how many weeks this unit will span, how the lessons flow and connect in a logical manner, and how many days of each week that you will have your students involved in this unit.</p> <p>Again, this assignment (like Stage 1) is a work in progress and will be initially due as a first draft. You will have the remainder of this course to adapt, change, and refine as needed. You may include tables, charts, diagrams, etc. to describe Stage 2 of this unit plan.</p>	Initial draft of Stage 2 due in (e-mailed to instructor) by week 6 (11:59 p.m., HST)
Curriculum Map	20	<p>Putting Stages 1 & 2 Together: Curriculum Map This assignment is the brainstorming for what will be included in your signature assignment of the integrated thematic unit plan. As noted, the “big ideas” and essential questions should drive the unit, and give the curriculum clear goals to strive for and is like a roadmap for having your students achieve deeper levels of understanding while adhering to standards and benchmarks</p>	Due (e-mailed to instructor) by week 8 (11:59 p.m., HST)

Assignment	Pts	Assignment Description	Due Date
		<p>and also keeping the learning and assessment authentic, relevant, and rigorous.</p> <p>You should use charts, diagrams, tables, etc. to show this curriculum map that includes the essential questions, the “big ideas,” the content areas (skills, concepts, standards/benchmarks addressed) (Stage 1) and the accompanying/associated assessments (Stage 2) and learning activities (Stage 3) (brief descriptions). As the course comes to a close you will work to then develop the learning activities (Stage 3) in greater detail, to then arrive at your signature assignment.</p>	
Signature Assignment: Integrated Thematic Unit Plan	80	<p>Signature Assignment: Integrated Thematic Unit Plan This is it! Your signature assignment for this EDUC 714 course is to design an integrated thematic unit plan. This unit of study should be based on a theme chosen for the grade level of interest. It should span at least 3 weeks and should contain <u>at least 3</u> lesson plans, with the final lesson being the culminating project/activity of the unit. In the final lesson there should also be rubric to authentically assess the learning of the students, based on performance tasks and standards/benchmarks outlined in Stage 1 of the unit. While the unit plan will likely contain more than 4 lessons, you can show a general progression for this signature assignment and note in the final piece that there are lessons in between (brief descriptions of these lessons might help) to reveal logical connections and scaffolded development of “big ideas” for this unit. Know that you will continue to change, adapt, and refine this integrated unit plan as you teach. Reflection on this process is ongoing, and a good teacher is certainly a reflective practitioner.</p> <p>Utilize the template given to you for this EDUC 714 course or follow the format and upload your own version as Word document for the submission.</p>	Due by week 10

Your performance in this course will be assessed on the following:

- 1. UbD Stage 1: Desired Results Based on the Common Core State Standards** —Full points will be awarded for narratives that answer all key points noted in the course requirements. Since this is an initial draft this will be taken into account when awarding full credit for completing Stage one at this point in the course. It is a “work in progress,” and what is important is to get the ideas out and getting feedback from the instructor and peers to help with the refinement. No late submissions accepted.

2. **UbD Stage 2: Assessment Evidence**—Authentic assessments based on key performance tasks are the key component of Stage 2. Complete points will be awarded for connecting the “big ideas,” essential questions, standards and benchmarks, and student learning outcomes to these assessments. A rubric and unit timeline also need to be included in this assignment to garner full credit. The assignment can be completed using tables, graphs, charts, diagrams, etc. to describe the assessment process in Stage 2. No late submissions accepted.
3. **Curriculum Map Using the Common Core State Standards**—A “roadmap” of the unit should clearly show the connections between all three stages of the UbD process. As with the other key assignments in this course, this is a “work in progress” and is a preliminary to the final product (Integrated Thematic Unit Plan). To get full credit for this assignment you will need to now include the learning experiences tied to stages 1 and 2 of the unit plan. For this overview, you can be brief about the lessons/activities, while showing direct connection to the associated “big ideas,” essential questions, content (skills, concepts, etc.), standards/benchmarks, and assessments. No late submissions accepted.
4. **Signature Assignment: Integrated Thematic Unit Plan**—This is the final piece for this course, which is essentially the putting together of all 3 Stages of the UbD process. Here, you must also include at least 3 lessons, with the final lesson being culminating in nature, and containing a rubric to assess the key performance tasks of this unit. Also to be included in this signature assignment is a reflection on this process. Consider strengths and weaknesses and how this could be improved upon for future implementation in the PreK-6 classroom. No late submissions accepted.
5. **Discussion Posts (DP):** Discussion posts should be posted on Friday of the week it is due and should be 250-350 words in length. Please see the DP rubric in Canvas Discussions. Respond to two peers by the Sunday due date.
6. **Attendance/Participation:** Full points will be awarded to those who turn in assignments on time, and who participate with enthusiasm, flexibility, insightfulness, and respect, in discussions posts and responding to others’ posts and activities.

Grading Scale:

A = 180-200 points

B = 160-179 points

C = 139-159 points; F = 138 points and below

Discussion Posts (DP): 8 points (post/response) x 5 weeks = 40 points

UbD Stage 1 = 20 points

UbD Stage 2 = 20 points

UbD Stage 3 = 20 points

Attendance/Participation = 20 points

Signature Assignment = 80 points

TOTAL: 200 points

Anything below 160 points is not a passing grade and the class will have to be re-taken.

All written course assignments must follow American Psychological Association (APA) standards for writing student papers.

Signature Assignment:

To document candidates' progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a signature assignment. Signature assignments are assessed via a rubric linked to the relevant program learning outcome(s). The signature assignments for this course are the development of: An Integrated Thematic Unit Plan following the Understanding by Design principles.

Schedule

Week #, Dates	Topics/What to Do	DUE
Week 1 4/12-18	Topics: <ul style="list-style-type: none"> • Introductions To Do: <ul style="list-style-type: none"> • Read EDUC 714 Syllabus & review weekly schedule • Review expectations and goals for the course • Seek descriptive data on your school and student demographic information, indicators of academic progress which can be found in the School Status and Improvement Reports (arch.k12.hi.us) • Introduce yourself in Discussion Post (DP) and respond to one other 	Due by Sunday, 4/18, 11:59pm: Read the Preface and Introduction Become familiar with Common Core ELA and Mathematics strands and standards DP #1
Week 2 4/19-25	Topics: <ul style="list-style-type: none"> • Introduction to integrated curricula • Content or grade level curriculum: Examine your curriculum. Brainstorm a list of at least 3 Integrated Thematic Unit Plan topics that you could design and teach your children that will focus developing students' Creativity and Innovation; Critical Thinking and Problem-Solving; Communication; Collaboration; Cross-Cultural Understandings; Computing and Technology; Career and Learner Self-Direction. • Student-centered planning: Seek descriptive data on your school and student demographic information, indicators of academic progress, and School Status and Improvement Reports. In what are your students interested? What do your students need? To Do: <ul style="list-style-type: none"> • Read Chapter 1 	Due by Sunday, 4/25, 11:59pm: Read Chapter 1

<p>Week 3 4/26-5/2</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) • Backwards Design Lesson Planning • KDB • Curriculum Mapping <p>To Do:</p> <ul style="list-style-type: none"> • Examine the CCSS overview descriptions for Reading (Part I, Literature), Reading (Part II, Informational Texts), and Reading (Part III, Foundational Skills). • Examine the CCSS overview descriptions for Mathematics. • Decide which focus would best meet the needs of your students within your integrated thematic unit plan. • Discussion Post #2 (Friday); respond by Sunday 	<p>Due by Sunday, 5/2, 11:59pm:</p> <p>Read Chapter 2</p> <p>DP #2</p>
<p>Week 4 5/3-9</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Backwards Design Lesson Planning • Big Picture: College and Career Readiness • 21st Century Skills • Essential Questions <p>To Do:</p> <ul style="list-style-type: none"> • Read Chapter 4 • Work on Stage 1 draft—Integrated thematic unit topic and rationale • Discussion Post #3 (Friday); respond by Sunday 	<p>Due by Sunday, 5/9, 11:59pm:</p> <p>Read Chapter 4</p> <p>Due: Complete Stage 1 draft—Integrated thematic unit topic and rationale.</p> <p>DP #3</p>
<p>Week 5 5/10-16</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Authentic assessment • Alternative assessments and performance-based tasks • Validity and reliability with rubrics • Teaching and assessing Big Ideas and Essential Understandings <p>To Do:</p> <ul style="list-style-type: none"> • Read Chapter 5 • Work on Stage 2 • Discussion Post #4 (Friday); respond by Sunday 	<p>Due by Sunday, 5/16, 11:59pm:</p> <p>Read Chapter 5</p> <p>DP #4</p>
<p>Week 6 5/17-23</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Integrated curriculum exemplars <p>To Do:</p>	<p>Due by Sunday, 5/23, 11:59pm:</p> <p>Read Chapter 3</p>

	<ul style="list-style-type: none"> • Read Chapter 3 • Technology Integration: Bloom’s Digital Web 2.0 Technology. Find at least two relevant technology tools and discuss how you will use them in your Integrated Thematic Unit Plan. • Work on Stage 2 draft—Assessment Evidence & Unit Timeline 	Due: Complete Stage 2 draft—Assessment Evidence—& Unit Timeline
Week 7 5/24-30	<p>Topics:</p> <ul style="list-style-type: none"> • Curriculum, standards, and assessment alignment • Lessons supporting mastery of standards <p>To Do:</p> <ul style="list-style-type: none"> • Read Chapter 6 • Discussion Post #5 (Friday); respond by Sunday • Work on Curriculum Map 	<p>Due by Sunday, 5/30, 11:59pm:</p> <p>Read Chapter 6</p> <p>DP #5</p>
Week 8 5/31-6/6	<p>Topics:</p> <ul style="list-style-type: none"> • Lesson planning <p>To Do:</p> <ul style="list-style-type: none"> • Stage 3: Work on Curriculum Map (putting together Stages 1 and 2 of UbD) assignment 	<p>Due by Sunday, 6/6, 11:59pm:</p> <p>Due: Complete Curriculum Map (putting together Stages 1 and 2 of UbD) assignment</p>
Week 9 6/7-13	<p>Topics:</p> <ul style="list-style-type: none"> • Lesson planning <p>To Do:</p> <ul style="list-style-type: none"> • Work on your Signature Assignment (Integrated Thematic Unit Plan) 	<p>Due by Sunday, 6/13, 11:59pm:</p>
Week 10 6/14-19	<p>Topics:</p> <ul style="list-style-type: none"> • Reflections on backward design and UbD principles for planning curriculum that is meaningful, relevant, and rigorous. • Where do you go from here? Planning for a future of authentic teaching, learning, and assessment... <p>To Do:</p> <ul style="list-style-type: none"> • Complete Signature Assignment, Integrated Thematic Unit Plan (Due Saturday, June 19) 	<p>Due by Saturday, 6/19, 11:59pm:</p> <p>Due: Complete Signature Assignment</p>

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment:
a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.

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).

Academic Honesty

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. 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.

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. If you would like to determine if you meet the criteria for accommodations, contact the Counseling Center at counselingcenter@chaminade.edu.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in 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. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.

Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.