



Course Syllabus

Chaminade University Honolulu
3140 Waiialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: EDUC 770/ED 474
Course Title: Integrated Curriculum and Montessori
Credit: 3 Credit
Department Name: School of Education and Behavioral Sciences

Instructor Name: [Elizabeth Park, Ph.D.](#)
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Phone: 808-735-4859
Office Location: Brogan Hall 119
Office Hours: By appointment
Zoom Link: [Elizabeth Park's Zoom](#)

Term Dates: Winter 2022 (January 10, 2022 - March 21, 2022)
Zoom Meetings (optional): Week 3, 5, and 7 Saturday at 12 p.m. HST
Class Location: [Canvas](#)

Required Textbook(s):

Demarest, A. B. (2015). *Place-based curriculum design: Exceeding standards through local investigations*. New York, NY: Routledge. ISBN: 978-1-138-01346-9 (pbk), ISBN: 978-1-315-79519-5 (ebk).

Recommended Textbook(s):

Mooney, C. G. (2013). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vigotsky (2nd Edition)*. St. Paul, MN: Redleaf Press. ISBN: 10-1605-5413-89

You can find the textbook(s) at:

[Chaminade Online Bookstore](#)
[Amazon](#)
[VitalSource](#)

Catalog Description

This course examines the broad aims of education with a focus on the inquiry approach to learning science using the Montessori sequence. Emphasis is placed on writing a science-based curriculum across the content areas, and on preparing learning center materials.

Mission Statement

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist, and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The University offers both the

civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. 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:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace, and integrity of creation
5. 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 ‘Olelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Olelo No‘eau 203) All knowledge is not taught in the same school

Program Learning Outcomes (PLOs):

Learners will be able to		Covered in this course
PLO 1	Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 1-3)	InTASC 1-3
PLO 2	Evaluate central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 4,5)	
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 6-8)	InTASC 6-8
PLO 4	Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9,10)	

PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	Marianist Education
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Montessori Accreditation Council for Teacher Education (MACTE) Competencies:

Learners will be able to		Covered in this course
MACTE 1 Content Knowledge	Understand the theory and content regarding: <ol style="list-style-type: none"> 1. Montessori Philosophy 2. Human Growth and Development 3. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: <ol style="list-style-type: none"> a. The level-specific subject matter as outlined below* (practical life, language, geometry, etc.) b. Cosmic education c. Peace education d. The arts e. Fine and gross motor skills 4. Community resources for learning 	MACTE 1
MACTE 2 Pedagogical Knowledge	Understand the teaching methods and materials used regarding: <ol style="list-style-type: none"> 1. Correct use of Montessori materials 2. Scope and sequence of the curriculum (spiral curriculum) 3. The prepared environment 4. Parent/teacher/family/community partnership 5. The purpose and methods of observation 6. Planning for instruction 7. Assessment & documentation 8. Reflective practice 9. Support and intervention for learning differences 10. Culturally responsive methods 	MACTE 2
MACTE 3 Practice	Demonstrate and implement within the classroom: <ol style="list-style-type: none"> 1. Classroom leadership 2. Authentic assessment 3. Montessori philosophy and methods (materials) 4. Parent/teacher/family partnership 5. Professional responsibilities 6. Innovation and flexibility 	MACTE 3

NAEYC Power to the Profession (P2P) Standards and Competencies:

Learners will be able to		Covered in this course
Standard 1 Child Development and Learning in Context	Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about	PLO 1

	how to carry out their responsibilities.	
Standard 2 Family-Teacher Partnerships and Community Connections	Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They(c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies	PL05
Standard 3 Child Observation, Documentation, and Assessment	Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues	PL0 3
Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.	PL0 3
Standard 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and	

	about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.	
Standard 6 Professionalism as an Early Childhood Educator	Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession	PLO 5

Course Learning Outcomes (CLOs):

Learners will be able to	
CLO 1	Define a place-based and inquiry-based curriculum and apply theory to practice.
CLO 2	Identify special education and inclusion in the field of early childhood and apply theory to practice.
CLO 3	Explain the backward design and create a meaningful curriculum using backward design.

Linkages between Course Learning Outcomes (CLOs) and Program Learning Outcomes:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	X				
CLO 2	X		X		X
CLO 3	X				

Course Prerequisites

There are no prerequisites for this course.

Required Learning Materials

Required Textbook(s)
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Highly Recommended
Mooney, C. G. (2013). <i>Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vigotsky (2nd Edition)</i> . St. Paul, MN: Redleaf Press. ISBN: 10-1605-5413-89

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Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

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 the “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, a 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.

Assessment

The basis for the Final Grade in this course will be evaluated in the following items. Learning is an iterative process that 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.

Categories	Grade %	Descriptions
Attendance and Participation	10	Learners will participate in all the modules and complete all the learning tasks. Full points will be awarded to those who turn in assignments on time, and who participate with enthusiasm, flexibility, and respect, in

		discussions posts and responding to another’s posts and activities. Participation in Community of Practice will be included in this course.
Reflective Discussions	20	Responses to the questions related to the readings should be posted to the Discussion board by the scheduled due date per the syllabus. Full points will be awarded to responses that are submitted on time, are thorough, and reflect an understanding of the resources/readings in their response.
Mini Projects	30	<ul style="list-style-type: none"> ● Essential Questions (10%): You will create an essential question for the integrated curriculum topic of your choice. ● Timeline or Development Milestones (10%): You will choose from one of the projects: 1) to create a Timeline of historical events in special education OR 2) to develop atypical and typical planes of development stages for a child with down syndrome. ● Interview with SPED Family or Service Provider (10%): You will choose from one of the projects: 1) interview a family with a child or children who have disabilities OR 2) interview a special education service provider who provides services for children with disabilities.
Final Project	40	<ul style="list-style-type: none"> ● Final Project Part 1: For Part 1 of this Final Project, you will choose a topic that can be used to create a Place-based and Inquiry-based curriculum. ● Final Project Part 2: For Part 2 of this Final Project, you will use the topic you have chosen for this Final Project and explore them from historical and geographical perspectives. You will create a unit plan for each perspective using the Understanding by Design (UbD) three phases. ● Final Project Part 3: For Part 3 of this Final Project, you will use the topic you have chosen for this Final Project and explore them from scientific, cultural, and cosmic perspectives. You will create a unit plan for each perspective using the Understanding by Design (UbD) three phases. ● Final Project Part 4: You will put your Integrated Curriculum Guide together by gathering all you have completed so far. Your Final Project is completing your own Integrated Curriculum Guide (5 Perspectives) using the template.
Extra Credits		Synchronous Meetings (Zoom): Three synchronous meetings will be scheduled for your benefit. This is optional but you will receive extra credit if you attend the meetings.

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:

Grade Percentage	Graduate Level	Undergraduate Level	Certificate Level
90% - 100%	A	A	Credit
80% - 89%	B	B	Credit
70% - 79%	C (Must Retake)	C	Credit
60% - 69%	D (Must Retake)	D (Must Retake)	No Credit (Must Retake)
50% and Below	F (Must Retake)	F (Must Retake)	No Credit (Must Retake)

Course Policies

Instructor and Student Communication

Questions for this course can be emailed to the instructor at the email provided on this syllabus. Online (Zoom), in-person, and phone conferences can be arranged per request. The instructor's email response time will be 24-48 hours unless the instructor is traveling or due to special circumstances.

Grades of "Incomplete"

Students should check with the instructor regarding the current "Incomplete" policy for unexpected situations where the students are unable to complete the courses.

Writing Policy

Students are expected to write at the graduate or undergraduate level they are in. Please check with your instructor for a specific writing format for the course. For education students, the general expectation is to use the APA writing style 7th edition. You can visit [APA Style](#) for more information.

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 the 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

The following attendance policy is from the [Academic Catalog](#).

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 the deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA 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

From the Undergraduate Academic Catalog (p. 39):

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 which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

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 is 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 a total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in a 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.