



**Course Syllabus**

Chaminade University Honolulu  
 3140 Waiialae Avenue - Honolulu, HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 765/ED 432B/CEED 432B  
**Course Title:** Development of Senses and Montessori Methods  
**Credit:** 3 Credits  
**Department Name:** School of Education and Behavioral Sciences

**Instructor Name:** Nanci Guartofierro, MA  
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**Phone:** 347-549-0497 (Cell)  
**Office Hours:** By appointment  
**Zoom Link:** [Nanci Guartofierro's Zoom](#)

**Instructor Name:** Yan Yan Imamura, MEd, MAT  
**Email:** [yanyan.imamura@chaminade.edu](mailto:yanyan.imamura@chaminade.edu)  
**Phone:** 808-739-8563 (Office)  
**Office Location:** Brogan Hall 118  
**Office Hours:** By appointment  
**Zoom Link:** [Yan Yan Imamura's Zoom](#)

**Term Dates:** Summer 2024 (July 1, 2024 - September 9, 2024)  
**Class Meetings:** In-Residence or Zoom on 7/1; 7/6; 7/8-7/11; 7/16; 7/24/24

**Class Hours:** 8 am - 5:30 pm HST; Some dates may have different hours.  
 (See Course Calendar in Canvas)  
 Additional meetings with the instructor are required.

**Class Location:** [Chaminade University Montessori Lab School](#) & [Canvas](#) ([Campus Map](#))

**AMS Curriculum Summary:**

- **AMS Course Component Name:** Sensorial and Music & Movement
- **Hours:** Sensorial 36 Hours; Music & Movement 4 Hours;
- **Specified Dates:** Summer 2024 (July 1, 2024 - September 9, 2024); In-Residence or Zoom on 7/1; 7/6; 7/8-7/11; 7/16; 7/24/24; 8 am - 5:30 pm HST; Some dates may have different hours. (See Course Calendar in Canvas); Additional meetings with the instructor are required.

Helpful Resources	Service(s) Provided
<a href="#">Sullivan Family Library</a> (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian <a href="mailto:vcoleman@chaminade.edu">vcoleman@chaminade.edu</a> 808-739-4661	Available to assist with literature searches as well as answer questions regarding research

<a href="#">Google Drive Instructional Resources</a>	A resource with SHORT video clips to assist you with navigating Google Drive. Competency in Google Drive begins with opening and accessing a Google account. Students must be able to create a document, employ the comments and history buttons, and navigate the various document types (Document, Sheet, Slide). In addition, students need to be able to store and share files, understanding the nature of the automatic save.
<a href="#">ProQuest RefWorks Modules</a>	A resource with SHORT video clips to assist you in creating an account and using ProQuest RefWorks. RefWorks is an educational tool that allows users to store, annotate, and research material. RefWorks modules will guide students through the process to better facilitate the research process. Inherent in the search process is the use of digital text, and competency in Google Drive is a precursor to the RefWorks process.
<a href="#">APA Style</a>	This is the official American Psychological Association website, where you will find resources related to APA Style 7th Edition.

### Catalog Description

This course examines the development of neuromotor function and the senses in children ages two and a half to six. Content explores the influence of culture on brain development, activities for developing the senses and sensory-motor function, and the relationships to other areas such as reading and math. Montessori sensorial lessons are presented and practiced. Cosmic and music lessons are included in this course. Required course for Montessori Credential.

### 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, peace, and the integrity of creation
5. Educate for adaptation and change

While all five characteristics are present in this course, we will pay particular attention to “provide an integral, quality education”. To provide a high-quality education, teachers must ensure that students have met the learning objectives for each lesson. This course provides students with assessment strategies to check understanding and evaluate student progress. The diverse strategies for formative and summative assessment taught in this course prepare future teachers to meet the needs of their students and provide an integral, quality education.

### 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'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### Model Code of Ethics for Educators

The [Model Code of Educator Ethics](#) is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to the profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

- The main focus for MCEE in this course is Principle III: Responsibility to Students.

### Program Learning Outcomes (PLOs) for BS Early Childhood Montessori/PK-K:

Learners will be able to		Covered in this course
PLO 1	Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Early Childhood students. (InTASC 1-3)	PLO 1
PLO 2	Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Early Childhood students. (InTASC 4,5)	PLO 2
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood students. (InTASC 6-8)	PLO 3
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.	

### Program Learning Outcomes (PLOs) for MAT Early Childhood Montessori/PK-K:

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 students. (InTASC 1-3)	PLO 1
PLO 2	Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Early Childhood students. (InTASC 4,5)	PLO 2
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood students. (InTASC 6-8)	PLO 3
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.	

### Program Learning Outcomes (PLOs) for MAT Early Childhood PK-3:

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 students. (InTASC 1-3)	PLO 1
PLO 2	Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Early Childhood students. (InTASC 4,5)	PLO 2
PLO 3	Utilize formative and summative assessments to determine, select, and implement effective instructional strategies for Early Childhood students. (InTASC 6-8)	PLO 3
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.	

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

	<ol style="list-style-type: none"> <li>2. Authentic assessment</li> <li>3. Montessori philosophy and methods (materials)</li> <li>4. Parent/teacher/family partnership</li> <li>5. Professional responsibilities</li> <li>6. Innovation and flexibility</li> </ol>	
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**Course Learning Outcomes (CLOs):**

	Learners will be able to
CLO 1	Synthesize knowledge of learner development, learner differences, and diverse students to optimize learning for young children in sensorial and music curricula. (Rationale)
CLO 2	Evaluate central concepts, tools of inquiry, and scope and sequence of sensorial and music curricula for young children. (Rationale & Activity)
CLO 3	Use various forms of assessments to determine, select, and implement effective instructional strategies for young children in sensorial and music curricula. (Rationale)
CLO 4	Describe how integral and quality education stems from active interaction through a community of learners. (Reflective Discussions)

**Alignment of Learning Outcomes:**

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values			5	2
Program Learning Outcomes	1	2	3	
MACTE Competencies	1	2	2	2
InTASC Standards	1-2	4	6-8	

**Course Prerequisites**

You should have taken the Montessori Philosophy course prior to taking this course unless a special arrangement has been made with your advisor.

**Required Textbooks**

Montessori, M. (2014a). *Dr. Montessori's own handbook*. Wilder Publications. (Original work published in 1914) [ebook].

You can [click here](#) to purchase this book on Amazon.

Montessori, M. (2014b). *The Montessori method (2nd ed.)*. The House of Childhood, Inc. (Original work published in 1912) [ebook].

You can [click here](#) to purchase this book on Amazon.

**Course Website:** <https://chaminade.instructure.com/>

**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 to hear the audio.

**Software Requirements:** You will need to be able to listen to audio in MP3 format, watch videos in MP4 format, stream online videos, and read .pdf files. There is a number of free software available online. If you need assistance locating software, please contact the Chaminade Help Desk at [helpdesk@chaminade.edu](mailto: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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

**Kōkua ‘Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

**Assessment**

The basis for the final grade in this course will be evaluated using 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	20	<p><b>Attendance</b>            Learners will attend required In-Person or Zoom meetings*. They include</p> <ul style="list-style-type: none"> <li>• Orientation, Opening &amp; Closing meetings (In-Person or Zoom)</li> <li>• Meetings to learn the contents (In-Person or Zoom)</li> <li>• Cosmic field trips (In-Person or Zoom)</li> <li>• Individual meetings with your Instructors (Zoom)**</li> </ul> <p>*All of the above meetings will take place at 8 am HST except for the orientation meeting at 2 pm HST. Some field trips may start at different times.            **Each instructor will announce the dates/times of your individual meetings.</p> <p><b>Participate in Material Practices</b>            There are Material Practice components each day.</p> <ul style="list-style-type: none"> <li>• Learners will be paired to practice with materials.</li> <li>• Learners will take turns being presenters and evaluators during this practice.</li> <li>• Learners will log their practice hours on the <a href="#">Practice Hours Form</a> with notes reflecting on the process and feedback provided by their peers.</li> <li>• Due each day at 7 pm HST</li> </ul>
Discussions	20	<p><b>Reflective Discussions</b>            There are two components to the Reflective Discussions.</p> <ul style="list-style-type: none"> <li>• Learners will answer guided questions after your daily Instructional Meetings. You</li> </ul>

		<p>will have learning tasks (readings and resources) to review that afternoon, and then you will answer the guided questions.</p> <ul style="list-style-type: none"> <li>• Learners will post any questions they still might have about the content covered that day. These questions can be based on your readings, resources, or instructional meetings that morning.</li> <li>• Due each day at 7 pm HST</li> </ul>
Key Assignments	60	<p>Learners will have 3 Key Assignments to complete for this course.</p> <ul style="list-style-type: none"> <li>• Key Assignment - Rationale Paper for Language Arts: Complete a rationale paper related to the language arts subject area. (20%)</li> <li>• Key Assignment - Rationale Paper for Cosmic: Complete a rationale paper related to the cosmic subject area. (20%)</li> <li>• Key Assignment - Lesson Plans for Language Arts: Write 2 lesson plans for the language art manual. (20%)</li> </ul>

### 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

#### Course Approach

This course is part of four Montessori methods courses, so it is an integrated approach. Montessori methods courses give you an opportunity to touch and feel the materials and start to understand the application of the Montessori philosophy that you learned prior to this course. The other three methods courses have many interconnected concepts, and you interact extensively with your peers and instructor(s). The instructor(s) will provide you with specific due dates for all the assignments for this course.

#### Instructor and Student Communication

Questions for this course can be emailed to the instructor using the email provided on this syllabus. Online, in-person, and phone conferences can be arranged per request. Response time will take up to 2 days 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 in which they 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. You can visit [APA Style](#) for more information.

### **Late Work Policy**

Canvas is configured to identify assignments submitted after the due date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead, and submit your work on time so we can all progress through this learning experience together. If you need additional time to complete an assignment and/or have an emergency that will cause you to miss a deadline, you must communicate with me before the due date.

Late assignments (including the final paper) will be accepted for three days following the due date, but there will be a 10% deduction if submitted late. Late penalties may be waived with acceptable documentation (i.e., doctor's note, military order, etc.). The documentation must be scanned and emailed to your instructor within three days of the due date for consideration. After the third day, without any legitimate excuses, a grade of zero may be entered for the assignment.

### **Group Work/Cooperative Learning**

Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the learning of all students, you will be expected to work cooperatively with others in this course. Your contribution to the online discussion and the feedback you provide will support your learning and the learning of others in this course.

### **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](mailto: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, Roxana Jimenez at (808) 739-8530, [titleix@chaminade.edu](mailto:titleix@chaminade.edu), or [compliance@chaminade.edu](mailto:compliance@chaminade.edu). 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.

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Attendance Policy**

The following attendance policy is from the [2020-2021 Academic Catalog](#).



Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent 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 2019-2020 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/>

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

## 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.

How This Course Meets the Credit Hour Policy:

Activity	Descriptions	Total Hours
Class Time (AM)		17 Hours
Class Time (PM)		18 Hours
Field Trip		4 Hours
Readings		8 Hours
Videos		4 Hours
Discussions	Daily Discussions (x5)	10 Hours
Assignments	Lesson Plan (x2)	6 Hours
	Course Reflection (x1)	2 Hours
	Instructor Office Hours (x2)	2 Hours
Key Assignments	Rationale Draft (x2)	14 Hours
	Rationale Paper (x2)	50 Hours
<b>TOTAL</b>		<b>135 Hours</b>

This three-credit course requires 135 clock hours of student engagement per the official CUH Credit Hour Policy.

Students enrolled in this course are expected to spend about 35 hours in class, 4 hours for a field trip, 12 hours completing the weekly reading & videos, 10 hours completing daily discussions, 10 hours completing assignments, and 64 hours completing the Key Assignments, which is replacement assignments for the midterm/final exam.

**Course Schedule is provided for you on the next page.**

**Course Schedule (For All Montessori Methods Courses)**

DATE	TIME	TOPIC	ASSIGNMENTS
07/01/24 (Mon)	08:00 am - 05:30 pm HST	Opening Ceremony & Practical Life	Complete your profile on Canvas
07/02/24 (Tue)	08:00 am - 05:30 pm HST	Practical Life	Assignments (Submit in Canvas by 7 pm HST)
07/03/24 (Wed)	08:00 am - 05:30 pm HST	Practical Life	Assignments (Submit in Canvas by 7 pm HST)
07/05/24 (Fri)	08:00 am - 05:30 pm HST	Art	Assignments (Submit in Canvas by 7 pm HST)
07/06/24 (Sat)	08:00 am - 05:30 pm HST	Cosmic Field Trip (PL & Sensorial)	Assignments (Submit in Canvas by 7 pm HST)
07/08/24 (Mon)	08:00 am - 05:30 pm HST	Sensorial	Assignments (Submit in Canvas by 7 pm HST)
07/09/24 (Tue)	08:00 am - 05:30 pm HST	Sensorial	Assignments (Submit in Canvas by 7 pm HST)
07/10/ 24 (Wed)	08:00 am - 05:30 pm HST	Sensorial	Assignments (Submit in Canvas by 7 pm HST)
07/11/24 (Thu)	08:00 am - 05:30 pm HST	Music	Assignments (Submit in Canvas by 7 pm HST)
07/12/24 (Fri)	08:00 am - 05:30 pm HST	Math	Assignments (Submit in Canvas by 7 pm HST)
07/13/24 (Sat)	08:00 am - 05:30 pm HST	Math	Assignments (Submit in Canvas by 7 pm HST)
07/15/24 (Mon)	08:00 am - 05:30 pm HST	Math	Assignments (Submit in Canvas by 7 pm HST)
07/16/24 (Tue)	08:00 am - 05:30 pm HST	Language	Assignments (Submit in Canvas by 7 pm HST)
07/17/24 (Wed)	08:00 am - 05:30 pm HST	Language	Assignments (Submit in Canvas by 7 pm HST)
07/18/24 (Thu)	08:00 am - 05:30 pm HST	Field trip (School visits & HoMA) Material making	Assignments (Submit in Canvas by 7 pm HST)
07/19/24 (Fri)	08:00 am - 05:30 pm HST	Language	Assignments (Submit in Canvas by 7 pm HST)
07/20/24 (Sat)	08:00 am - 05:30 pm HST	Cosmic Field Trip (Math & Language)	Assignments (Submit in Canvas by 7 pm HST)
07/22/24 (Mon)	08:00 am - 05:30 pm HST	Cosmic	Assignments (Submit in Canvas by 7 pm HST)
07/23/24 (Tue)	08:00 am - 05:30 pm HST	Cosmic	Assignments (Submit in Canvas by 7 pm HST)
07/24/24 (Wed)	08:00 am - 05:30 pm HST	Cosmic & Closing Ceremony	

Remaining Term (Online & Zoom) 07/25/24 - 09/09/24			
Week of July 29 7/31/24 - 8/6/24	You will work on your Sensorial & Math Rationale Papers	Sign up for Office Hours with Ms. Nanci Guartofierro	Sensorial & Math Rationale Paper Drafts (Due 2 days before your individual Zoom meeting with your instructor)
Week of August 5 8/7/24 - 8/13/24	You will work on your Practical Life & Language Rationale Papers	<a href="#">Sign up for Office Hours with Ms. Susan Costello</a>	Practical Life & Language Rationale Paper Drafts (Due 2 days before your individual Zoom meeting with your instructor)
Week of August 12 8/14/24 - 8/20/24	You will work on your Art, Music, & Cosmic Rationale Papers	<a href="#">Sign up for Office Hours with Ms. Yan Yan Imamura</a>	Art, Music, & Cosmic Rationale Paper Drafts (Due 2 days before your individual Zoom meeting with your instructor)
09/01/24 (Sun)	You will finalize your Rationale Papers (7 papers)		Final Rationale Papers (Submit in Canvas by 11:59 pm HST)