



School of Education and Behavioral Sciences

ED 420 - Integrated Curriculum

Brogan 102

11:30 am - 12:50pm Tuesday and Thursday

Credits: # 3 Section: 01-1 Fall 2025

Instructor Information

Instructor: Katrina Roseler

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Phone: 808.440.4215

Office Location: Brogan 126

Office Hours: Monday 9:00 am - 12:00 pm

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, though weekends and holidays may take longer).

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall 110; Phone: 808.739.4652

If you have questions regarding the Education department, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course provides an examination of the broad aims of education through the inquiry approach to 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. Prerequisites: ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

Time Allocation

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 an 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 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 group	Hours of engagement
Class sessions	38.5 hours
UbD Planning	55 hours
Content & Skills	20 hours
Teaching Reflection	15.5 hours
Communities of Practice	8 hours
Total	137 hours

Required Materials

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

You may purchase or rent this text through the Chaminade University bookstore (link provided) or other sources. *This text is available through the Sullivan Family Library (link provided) using your CUH ID and password.

Canvas (<https://chaminade.instructure.com>)

All course assignments and activities will be managed through Canvas. All assignments have assessment rubrics to support your understanding of the expectations.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of a Bachelor of Science in Elementary Education, the student will be able to:

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

Course Learning Outcomes (CLOs)

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

1. Reflect upon engagement in integrated learning experiences (PLO 2; Teaching Reflection Assignments)
2. Create original and integrated curricular materials for K-6 students (PLO 1 & 2; UbD Planning). 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)
3. Engage in professional networks beyond the course. (PLO 4: Community of Practice Assignments)

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:

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.

While all five characteristics are present in this course, we will pay particular attention to “integral, quality education.” This course will prepare you for planning and implementing a curriculum that intersects varied disciplines of learning. Through your ability to create integrated units, you will continue preparations for your dynamic role as an elementary teacher.

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 Ethics for Educators 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 the use of technology are integral to all aspects of this course.

Principle II: Responsibility for Professional Competence is aligned with activities in this course.

- A.2 Incorporating into one's practice state and national standards, including those specific to one's discipline
- B.1 Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information
- B.4 Seeking and using evidence, instructional data, research, and professional knowledge to inform practice
- A.3. Advocating for equitable educational opportunities for all students
- A.5 Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis
- C.1 Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience.

Principle III. Responsibility to students is also aligned with activities in this course.

- A.1 Respecting students by taking into account their age, gender, culture, setting and socioeconomic context
- B.1 Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background
- B.2 Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture
- C.1 Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2	2		2	
CUH Core Competencies	4	1, 5	1	3	
Program Outcomes	1	1		3	

Course Grades

UbD Planning (50% of overall grade)

Each student will iteratively develop a science-based curriculum product that integrates other elementary-level standards (specifically language arts and mathematics). This product will include learning outcomes, a performance task, assessments, individual lessons, and resources to support various student learning needs. The curriculum product is expected to include knowledge, skills, and dispositions from prerequisite coursework.

Content & Skills (20% of overall grade)

Students will engage in and with various integrated learning experiences. Students will be assessed on their ability to demonstrate the knowledge and skills associated with those integrated learning activities (i.e., science, mathematics, language arts, social studies, etc.). The content and skills assignments are expected to include knowledge, skills, and dispositions from prerequisite coursework.

Teaching Reflection Tasks (20 % of overall grade)

Students will observe integrated elementary-level classroom learning and reflect on various elements of those observations. Teaching reflections are expected to include knowledge, skills, and dispositions from prerequisite coursework.

Communities of Practice (10% of overall grade)

Students will engage in professional learning activities beyond what is presented in this course. The professional learning activities include conferences, presentations, webinars, service learning, and other professional development activities. Evidence of completing communities of practice will include attendance records and reflections on participation.

Course Policies

Attendance

Students are expected to attend regularly all courses for which they are registered. Student 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 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 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.

Late Work

Deadlines are created in order to allow students time to process and collaborate on assignments as well as allow the instructor an opportunity to evaluate participation and engagement. When the deadline for an assignment has passed and a student has failed to engage in the required learning activity with his/her colleagues, that opportunity/experience cannot be recreated or revisited. If an assignment is submitted late, without prior notification and agreement with the instructor, the assignment will not receive full credit.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor. A tentative schedule of activities is provided in the table below.

Week	Course Activities	CLO
1	<ul style="list-style-type: none">● Integrated Learning Experience - How things fly● Essential Features of a good integrated unit or lesson	1, 2
2	<ul style="list-style-type: none">● Integrated Learning Experience - How things fly● CRAAP Test	1, 2
3	<ul style="list-style-type: none">● Integrated Learning Experience - How things fly	1, 3
4	<ul style="list-style-type: none">● Integrated Learning Experience - Debrief	1, 3
5	<ul style="list-style-type: none">● Science Education as an integrated learning experience● Communities of Practice (Hawaii Science Teaching Association Conference, Saturday, Sept 27th)● Introduction to Integrated Curriculum	2, 3
6	<ul style="list-style-type: none">● UbD Stage 1: Identifying desired outcomes● Teaching Reflection #1● Community of Practice	2, 3
7	<ul style="list-style-type: none">● UbD Stage 2 - Determining acceptable evidence	2
8	<ul style="list-style-type: none">● UbD Stage 3 - Developing a learning plan● Teaching Reflection #2	2
9	<ul style="list-style-type: none">● Resources to support learning● Teaching Reflection #3	2
10	<ul style="list-style-type: none">● Designing engaging lessons● Teaching Reflection #4	2, 3
11	<ul style="list-style-type: none">● Designing engaging lessons● Teaching Reflection #5	2, 3
12	<ul style="list-style-type: none">● Scaffolding for failure	2, 3
13	<ul style="list-style-type: none">● Unit Plan Critique● Teaching Reflection	2, 3
14	<ul style="list-style-type: none">● UbD Unit Plan Stages 1, 2 & 3● Feedback	2, 3

15	● Course Reflection	1, 2
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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 up to 30 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.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

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.

TITLE IX AND NONDISCRIMINATION STATEMENT:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:
<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

- <https://catalog.chaminade.edu/studenthandbook/codeofconduct>
- <https://hazingpreventionnetwork.org/athlete-helpline/>
- <https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

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.

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.

Student with Disabilities Statement

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

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

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 or 808-739-8305.

