

Time: **Thursday 5:45pm - 8:45pm**

Instructor: Joan Gomes B: 734-3840

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Rationale

The curriculum of a school is a planned program based in part on prepared curriculum materials and planning by teachers and other professional staff members. This course will emphasize integration of all curricular areas through **development** of study units which unfold from one topic to another while involving students in concrete experiences.

The students will:

1. Examine and understand the meaning of "curriculum" as it refers to the entire educational experiences; i.e., the entire span of **teaching-learning** periods from the early childhood level through the elementary grade levels;
2. Examine prevailing concepts of curriculum and the basis for curriculum planning: these include social forces, **historical** forces, human development, local, national and global perspectives;
3. Develop an understanding of the skills necessary for needs assessment and evaluation in curriculum planning;
4. Experience curriculum planning at the local level through **observation** and **participation at school**;
5. **Investigate** ways of involving parents and community resources in curriculum planning and development;
6. Explore classroom management models which support the use of learning centers and unfolding curriculum;
7. Create an integrated curriculum unit which meets **the** developmental needs of the age group for which it is intended;

Competencies

At the end of the course, the students should:

1. Understand and be able to articulate the forces which affect curriculum planning and development.
2. Be able to develop and write curriculum that is developmentally appropriate.
3. Be able to create materials for use in learning centers which unfold from one topic to another.
4. Be able to demonstrate competency in organizing and **sequencing** experiences which reinforce physical, biological and social science concepts in an integrated curriculum.
5. Know at least three ways to **involve** parents or use community resources in curriculum planning and development.

Textbooks

Curriculum **Development**: A Guide to Practice (Wiles & Bondi)

The Evolution Book (Sara Stein)

Making **Connections/Teaching &** The **Human** Brain (Caine)

To **Educate** the **Human** Potential (Maria Montessori) *ECE students only

Packet of **Handouts** (Section 1-8)(available at Bookstore)

Methods

Lecture

Videos

Discussion

Demonstration

Readings

O & P

Curriculum Notebook

Student Presentation

Research

Writing Assignments

Assignments:

Complete a **Curriculum Resource Notebook** which includes the packet of handouts purchased at the bookstore, all class notes, all lesson plans and a 5-8 page rationale. Do not include other materials. Notebook due on **March 19th**, and final completed notebook due April 16th.

2. Write a 2 to 5 **page** Unit Plan which includes all elements as described in class. Plan should show evidence of research skills and a through grasp of subject matters. Topic due Jan. 29th, draft (optional) April 2nd, **final** due April **9th** at the beginning of class. Mind Map due Feb. 5th.
3. Write an 8 to 12 **page** Curriculum **Guide** which contains the research and background used to create your unit. Guide should be clearly organized and written in a way that will be useful to you as a classroom teacher. **Draft** (optional) due **April** 2nd, final due April 9th at the beginning of class. (Please turn in a copy of your original.)
4. Create a Unit of Study using principles and concepts learned in class. Include at least one of each of the following activities: timeline, map, classified cards, nomenclature cards, parts to the whole booklet. The full spectrum of the curriculum should be represented by the unit activities. Be prepare to explain your rationale and your sequences for the unfolding of the unit for the unit, as well as the reasons for you choice of activities at the final presentation. Due April 30th.
5. Participate in class discussions and attend all class meetings
6. Complete O 6 P assignments. 1st due **O&P** Feb. 12th, 2nd O & P due Mar. 5th, **3rd** O do P due **Mar.** 19th, 4th O & P due April 2nd.

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7. Written **responses** based on reading materials. Questions will be **given** during class session. (**Responses** to be completed in class)

EVALUATION

Written Responses	30 points	180-200	90-100%	A
Notebook	30 points	160-179	80-89%	O
Unit Plan	20 points	140-159	70-79%	C
Research	30 points	120-139	60-69%	D
Unit/Presentation	40 points	Below 120		F
O & P	20 points			
Attendance/Participation	30 points			
Total	200 points			

Responses: 6 **responses**

- * well written /clear and easy to **understand** (2)
- * shows evidence of integration and understanding of all readings (3)

Notebook:

- * well organized with easily discernable sections (5)
- * sections include all relevant materials (5)
- * rationale is complete and shows evidence of thorough grasp of subject mater (5)
- * notes are organized and easy to read and understand (5)
- * all lesson plans are clear enough that someone else could use them (10)

* 10 points will be **subtracted** for **lateness**.

Unit Plan:

- *uses format provided (4)
- * all components included (6)
- * **all sections clear**, concise and **easy** to understand (10)

* 5 points will be **subtracted** for **lateness**.

Curriculum

- * thorough (10)

Guide:

- * current (5)
- * at least 10 references (5)
- * well written and easy to understand (10)

* 5 points will be **subtracted for** lateness.

Unit/
Presentation:

- * original ideas or materials (5)
- * **appropriate** for age level (5)
- * aesthetic (5)
- * clarity (5)
- * thorough (5)
- * **strong** oral presentation (5)
- * integrated in all subject areas (10)

* Unit will not be **accepted** if **late** and no **credit** will be **given**.

CHAMINADE UNIVERSITY OF HONOLULU

SPRING 1998

Honolulu, HI 96816 ,

Course: ED 441 CURRICULUM FOUNDATIONS

Attendance/

Participation: *attends each class session and field **experiences.** (15)

* Participates in class **discussions/activities** **(15)**

* 1 point will be **subtracted** for **lateness.**

O & P: 4 papers

* content (3)

* organization and mechanics (2)

1 point will be subtracted for lateness.

Schedule

Assignments

Jan 15	Intro to course/Overview of syllabus Overview of Development	Read: Wiles and Bondi Ch. 1 Making Connections Ch. 1-3 handouts
Jan. 22	Curriculum Procedures-Theory/Practice Integrating Content-Curriculum Theory What Current Research Tells Us	Read: Wiles & Bondi Ch. 2,3 Making Connections Ch. 5 Section 1 Packet
Jan 29	Curriculum Procedures-Theory/Practice Historical Context and Current Reality	Read: Wiles and Bondi Ch. 5,6 Making Connections Ch. 6 1-2 research articles Unit plan topic due
Feb. 5	Curriculum Theory and Practice Assessment and Evaluation: Observation in an Effective Curriculum	Read: Packet Sect. 8 Making Connections Ch 7 - 9 1-2 research articles Mind Map Due
Feb. 12	Using Science In Your Curriculum The Goals of Science Education Integrating the Curriculum	Read: Section 2 Packet Making Connections Ch 11-12 To Educate Ch 5,6,7 (ECE) First O&P Due
Feb. 19	The Yearly Curriculum Calendar Lesson Planning Curriculum Development	Read: Wiles & Bondi Ch. 4 Making Connections Ch. 12
Feb. 26	Mini-Workshop: The Beginnings Astronomy, Physics, Chemistry Time and Space	Read: Section 3 Packet The Evolution Book Pg.. 1 -46

Mar 5	Mini-Workshop: Earth Sciences Geography, Geology Map and Globe Studies	Read: Evolution Book Pg.. 47- 97 Second O & P due
Mar 12	Mini-Workshop: Adaptation to Time & Place Biology and Botany in the Curriculum Biomes, Ecosystems and Environmental Studies	Read :sect. 4,5,6,7 Packet The Evolution Book Pg.. 98 - 150
Mar 19	Mini- Workshop: Biology and Botany Plants, Animals and Classification	Read: Evolution Book Pg.. 151 - 225 3rd O & P Due Mid Term C R Notebook Due
Apr 2	Mini Workshop: Weaving In Social Sciences Humanity In The Curriculum The History of Man	Read: Evolution Book Pg.. 226 - 273 ECE: To Educate Ch. 10 thru 14 Curr Guide Draft Unit Plan Draft Due (Optional) 4th O & P Due
Apr 9	Mini Workshop [”] The Arrival of Humans Migration & Navigation Adaptation to Time & Place	Read: Evolution Book Pg.. 274 - 326 Handouts Curr Guide Due Unit Plan Due
Apr 16	Technology Resources in the Community	Read: Evolution Book Pg.. 327 - 377 Final Notebook Due

Apr 23	Putting It All Together Cooperative Learning Learning Styles and Student Diversity	Read: Wiles & Bondi Ch. 7 + 10
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Apr 30	Celebration of Units/Presentations Mandatory for all students	Unit Due
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Syllabus/Course content may be adjusted to meet the needs of students

O & P Assignments
Curriculum Foundations

1. Observe two children in the classroom. From their observable behavior, what kinds of assessments can you make about these children?
2. Observe a child for fifteen minutes. Make a list of your objective observations. Make a second list of your subjective analysis of what you observed
3. Interview a parent, a child and a teacher about how they think science should be taught. Compare and contrast what they tell you about the principles and practices that should be included in any science **program**.
4. Interview a preschool teacher, a first grade teacher and a sixth **grade** teacher on the role of motivation in the classroom. **Are** their motivation levels higher or lower for science than for other subjects? What about their students? how do they motivate students?
5. Observe a teacher for one day and make notes on the topics covered Create a theme web of these topics, integrating science in each area of the curriculum.
6. Obtain the teacher's manuals for science and social studies for the class you are observing. What is that series' view of evaluation? How do they propose students be evaluated? Do you agree or disagree? Why?
7. Interview the teacher you are **observing**. How does that individual evaluate the students in **his/her** room? How does he or she share the student's progress with **parents**? At what point in time does the teacher do this? Do you agree with the teacher's model of evaluation? Why or why not? What would you do that is similar or different?
8. Obtain a copy of Hawaii's Curriculum Guide on Science. What themes are present? What curriculum guide **does** the school you are **observing use**? **What evidence do you see regarding its use in the classroom?** **now does** the teacher feel about it?
9. Interview a teacher and ask how **gifted** students are taught within the science **curriculum**. **Are** they expected to do everything everyone else does? Are they expected to do more? Do they have a completely different science program? What kinds of modifications to the science program does this teacher make to accommodate physically, visually or hearing-impaired **students**?
10. Observe a teacher doing a science lesson. With respect to what current research tells us about brain development and learning styles, does this teacher give the lesson in a manner which takes this into consideration? Why do you think **she/he** does or doesn't do so?

Description of General Format for Unit Plan

Major headings I thro V list each of the five different perspectives (**historical/geological; geographical; scientific; cultural and integrated**). Under each heading, include the following three sub-headings:

- A **Goals** (what you want children to learn/know, be able to understand or do as a result of their work)
- B **Activities** (how you will teach what you will do or show so that children will learn the content, increase understanding or know how to do with reference to the unit being studied)
- C **Skills** (how you will know the children have learned, increased understanding and/or knowledge as a result of activities) **What** the children will demonstrate so that you know the goals have been achieved.

Heading VI describes your methods of evaluation. These can include some of the skills you have already listed, but should not be limited to the skills listed.

Major heading VII is your list of **materials/activities**. This is an inclusive list of all of the five content areas previously listed.

At the end of the outline list all books, reference materials, videos and music resources, including children's materials.

I. Historical/Geological Perspective

- A. **Objectives/Goals**
- B. **Activities/Content**
- C. **Skills/Competencies**

II. Geographical Perspective

- A. **Objectives/Goals**
- B. **Activities/Content**
- C. **Skills/Competencies**

III. Scientific Perspective

- A. **Objectives/Goals**
- B. **Activities/Content**
- C. **Skills/Competencies**

IV. Cultural Perspective

- A. **Objectives/Goals**
- B. **Activities/Content**
- C. **Skills/Competencies**

V. Integrated Perspective

- A. **Objectives/Goals**
- B. **Activities/Content**
- C. **Skills/Competencies**

VI. Methods of Evaluation

VII. Materials/Activities

Bibliography

Description of Curriculum Guide

Your curriculum guide should first describe how you intend to start your unit, (for example, a story, an experiment, an art activity, an excursion, etc.) and then include a general sequential outline for when you will introduce the activities and concepts **listed** in your unit plan. You can do this in chart form, calendar form or as a narrative.

Next, you should create a reference selection for each of the five major **headings**. **Each** section should include pertinent background information, **ideas** for lessons and **activities** and any other memory joggers such as the names and addresses of good community **resources**, people to contact for further information; children's books, etc., which will help you to do a good job with your unit. Each section should be one to **three** pages in length. Be sure to include page numbers with your reference materials!

The **Historical/Geographical** section should include the timeline information and any information about time and when things happened.

The Geographical section should include any references to place and where things happened

The Scientific section should include all information about the parts of your subject, This is where the analysis of the whole is **described**. You would include the **following** for any living **creatures** in order to describe how their basic needs for life are met:

habitat/biome

food

reproduction

defense

special **adaptations**

home

care **of** young

The Cultural section should include all information regarding **the** interaction of human beings with your unit of study. Some **questions** you might want to consider are:

How long have humans and your object of study been in contact?

What has the relationship been like?

How has the relationship changed over time?

Is there any local reference connection?

The Integrated section should include the **gift** to creation that your unit of study represents. It should also include your **ideas** for celebration of your unit through art, **music**, language, math, cooking, etc.

Your evaluation **section** should include any tests, samples of **assessments**, etc. for your unit

Minimum required activities/materials for unit presentation
ED 441

1. Historical/Geographical **Perspective (Time/When)**
2. Geographical Perspective (Place/Where)
Interactive map activity
3. Scientific Perspective (What/How)
Nomenclature cards (one set minimum)
Classification cards (one set minimum)
4. **Cultural** Perspective (Who/Where)
Pocket folder and/or box with information/pictures on the following:
human **interaction with** the object of **your study**
pictures of the habitat/biome of your unit of study
Anything real about **your** unit of study
5. Integrated **Perspective**
Art activity
Practical Living activity
Music activity
Samples of books, posters, artwork

In addition, you should include a science experiment wherever it seems appropriate.