

Chaminade University of Honolulu
Honolulu, HI 96816

Fall Day, 2002

COURSE: Ed441 Integrated Curriculum
INSTRUCTORS: Dr. Louise Bogart/Marie N. Hook
TIME: Thursday 5:45 – 8:45 pm

Phone:
Bogart ?/585-0361
Office Hours:
Hook: 3 – 5:00pm T & Th

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 emphasizes integration of all curricular areas through development of science based units of study that unfold from one topic to another while involving students in concrete experiences.

Goals/Objectives:

- Expose students to various curriculum models and teach the differences and similarities in curriculum planning for these models from early childhood through the elementary grade levels;
- Give an overview of the history of curriculum planning in the United States and Hawaii;
- Teach when and how to implement project based learning, cooperative learning and inquiry based learning;
- Teach technique for effectively communicating with students and managing the cooperative learning classroom;
- Expose students to classrooms that use time and space effectively to support and integrated curriculum;
- Demonstrate how to write instructional goals and their relationship to standards;
- Show how to make activities to help students reach instructional goals;
- Teach how to write performance objectives and understand their role in assessment process;
- Teach the skills necessary for assessment an evaluation in curriculum planning;
- Share how to use local resources in the planning and implementation of a unit of study;
- Expose students to classrooms that use learning centers and unfolding curriculum;
- Teach how to create an integrated unit of study reflecting solid knowledge of the subject and/or theme;
- Show how the sciences (physical sciences, biological sciences, history, earth science, social studies) can be used to provide a foundation for curriculum planning;

Competencies

By the end of the course the students should be able to:

- Define the underlying philosophies for at least three curriculum models and the differences and similarities in these models;
- Give an overview of the history of curriculum planning the United States and Hawaii;
- Describe in writing when and how to implement project-based learning, cooperative learning and inquiry based learning;
- Write at least 5 techniques for effectively communicating with students and managing the cooperative learning classroom;
- Give two examples of classrooms that use time an space effectively to support an integrated curriculum;
- Demonstrate through the unit plan their knowledge of how to write instructional goals and their relationship to standards;
- Make at least eleven activities that will help students reach instructional goals;
- Write performance objectives and describe in writing their role in the assessment process;
- Describe at least three different assessment techniques, including authentic assessment
- Demonstrate knowledge of local resources in the planning and implementation of a unit of study;
- Give two examples of classrooms that use learning centers and unfolding curriculum;
- Create an integrated unit of study reflecting solid knowledge of the subject and/or theme;
- Demonstrate how the sciences (physical sciences, biological sciences, history, earth science, social studies) can be used to provide a foundation for curriculum planning;

Syllabus Ed 441 Integrated Curriculum

Date	Topic	Readings/Assignments
August 27	Overview & Rationale Instructional design: standards and benchmarks	
September 5	Curriculum Theory/Practice: Planning Historical perspective and current trends	
September 12	Curriculum Theory/Practice: The Learning Environment Project based learning Cooperative learning/Inquiry based approaches	Parkay Ch 1,2 & 5 Packet Section I <i>Reflection 1 due</i>
September 19	Curriculum Theory/Practice: The Learning Environment Communicating with students Classroom management	Parkay Ch 3 Kagan, Part I <i>Reflection 2 due (in class)</i>
September 26	Curriculum Theory/Practice: Planning Arranging the room Arranging the schedule	Kagan II, Parkay Ch 4 Packet Section II <i>Reflection 3 due</i>
October 3	Curriculum Theory/Practice: Planning	Kagan III, Parkay Ch 6 <i>Reflection 4 due (in class)</i> O & P #1 due
October 10	Curriculum Theory/Practice: Planning Writing instructional goals	Parkay Ch 7 Posner Ch 1 <i>Reflection 5 due</i>
October 17	Curriculum Theory/Practice: Planning Creating activities to meet instructional goals Diagnostic Teaching	Posner Ch 2,3 <i>Reflection 6 due</i> "A" of unit plan due
October 24	Curriculum Theory/Practice: Tools Resources: parents & community Resources: technology	Posner Ch 4, 8 <i>Reflection 7 due (in class)</i> "B" of unit plan
October 31	Content Workshop: Beginnings Physical science (Physics, chemistry, space) History (time, calendar, seasons, personal history)	Packet Section 4 <i>Reflection 8 due</i>
November 7	Curriculum Theory/Practice: Tools Material making	Packet Section 5 <i>Reflection 9 due (in class)</i> O & P #2 due First Lesson Plan
November 14	Content Workshop: Earth Science Earth elements (geology) Geography (land/water forms, globes/maps)	Packet Section 6 Calendar draft All lesson plans
November 21	Content Workshop: Life on Earth Botany and Zoology	Packet Section 7 Rationale
November 28	Content Workshop: Weaving in humanity The gifts of humanity Multicultural awareness	Packet Section 8 <i>Reflection 10 due</i>
December 5	Presentation and Celebration	Final Curriculum Guide Take home final
December 12	All Final exams due	

Textbooks

Curriculum Planning: A contemporary Approach
Cooperative Learning
Course Design: A Guide to Curriculum Development
Rudnitsky
Packet of handouts

Parkay and Haas
Kagan
Posner and

Methods

Lecture	Videos	Discussion	Demonstration	Readings
O & P	Curriculum Notebook	Presentation	Writing Assignments	Exam

Learning Activities

1. Attendance and participation (15 points @ 1 point per week)

Weekly reflections on readings and in class activities will be required. Students must attend at least 90% of all sessions in order to pass the class. Special arrangements may be made directly with the instructor if more than 90% of the class will be missed. In case of illness or family emergency, student may request and "incomplete". The student may be asked to make up the class by attending the next time the course is offered, by setting up an individualized program for completing the requirements or through completion of the required work in the time frame specified in the contract.

2. Weekly Reflections (10 @ 2 points each)

There will be 10 weekly reflections on the readings. They should be one to two pages typewritten and will be a reflection on what stood out the most for you in the readings for the week or the classroom exercise. You must comment on all the readings. Each reflection should include your personal experiences and thoughts.

3. Field Assignments (3 @ 10 points total)

For these assignments, you will interview a student, teacher and parent and relate their views and experiences on science curriculum. You are encouraged to visit diverse elementary classrooms: e.g. a traditional private school, a public school, a charter school, a Montessori or Waldorf school, or a church-affiliated school. Look for evidence of integrated curriculum and collaborative learning.

4. Unit of Study (total of 35 points)

Unit Plan

Uses format provided, including all sections 3 points

Shows clear relationship among goals, activities, skills 3 points

Curriculum Guide

Organized with easily discernable sections 1 point

Aesthetically presented 1 point

Overview thorough 2 points

Reference/research is thorough, varied and complete 5 points

All 5 lessons plans complete 4 points

Activities for Unit

Aesthetic in presentation/Appropriate for Age level 5 points

One from each perspective/total of 11 5 points

Original ideas and or materials 1 point

Presentation of the Unit

Interesting beginning activity 2 points

Clearly presented/coherent in thought and narrative 2 points

Unit plan for all class members 1 point

5. Final (20 points)

Shows original thought/demonstrates ability to synthesize information 6 points

APA style, Standard English, Well-constructed 4 points

Demonstrates knowledge of how to individualize instruction 10 points