

WE '03

Chaminade University of Honolulu
Honolulu, HI 96816

Winter 2003

COURSE: Ed 441 Curriculum Foundations **Office Hours:** by appointment
INSTRUCTOR: Noreen Dougherty **Phone:** (808) 823-0619 **Email:** noreen@ischool.org

TIME: Jan. 17/18, Feb. 8, Feb 22, March 8, March 21/22
Friday classes: 5:00-9:00 Saturday classes: 9:00 am to 4:00 pm

Rationale

The curriculum of a school setting is based in part on prepared curriculum materials and planning by teachers and other professional staff members. This course emphasizes a general understanding of the principles and theories underlying curriculum planning, and focuses on integration of all curricular areas through Montessori's cosmic curriculum and the development of units of study that involve children in concrete experiences.

Objectives

The students will:

1. Learn about various curriculum models, including the Montessori cosmic curriculum, to construct understanding of the meaning and basis of curriculum for early childhood through elementary levels. (MACTE 3.2.3.2).
2. Be exposed to the skills necessary for needs assessment and evaluation in curriculum planning. (MACTE 3.2.3.4)
3. Learn how to use local resources in the planning and implementation of a unit of study. (MACTE 3.2.3.6)
4. Learn to use time and space effectively in curriculum design. (MACTE 6.2.3)
5. Create an integrated unit of study that is grounded in current best practice and reflects solid knowledge of the subject and/or theme.
6. Become aware of the philosophy and rationale for the Montessori materials sequence and cosmic curriculum at the early childhood level, with particular attention to botany and zoology, earth elements, physical science, geography (including land and water forms, globes, maps, flags, multi-cultural awareness), and history (including time, calendar, seasons, personal history). (MACTE 3.2.3.3.6; 6.2.9, 6.2.10)
7. Understand the role values and community standards play in curriculum design

Competencies

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

1. Describe the theoretical and philosophical base upon which various curriculum models, including the Montessori cosmic curriculum, have been developed (MACTE competency 3.2.3.2)
2. Include at least four different assessment techniques in planning curriculum (MACTE Competency 3.2.3.4)
3. Utilize local resources in the planning and implementation of a unit of study that reinforces physical, biological and social sciences in an integrated curriculum (MACTE Competency 3.2.3.6)
4. Develop and write an integrated, science-based, cosmic curriculum that is developmentally appropriate and educationally sound. (MACTE Competency 3.2.3.5)
5. Articulate the impact of time and space in curriculum design.
6. Create and present an integrated unit of study using the cosmic curriculum as the basis. Include lesson plans and materials that support the needs of diverse learners. (MACTE Competency 3.2.3.3)

7. Analyze the role community values and standards play in local school curriculum design.

Textbooks

Required:

Packet of Handouts	CUH Bookstore
To Educate the Human Potential	Montessori
The World in the Palm of Her Hands	Seldin
Roots and Wings	York

Methods

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

Evaluation

Attendance	10 points
Weekly Reflections	15 points
Unit of Study	
Unit Plan	10 points
Curriculum Guide	25 points
Materials/Presentation	25 points
Final	15 points
Total Possible	100 points

- A Work is done in a consistently superior manner, turned in on time and meets all requirements.
- B Work shows consistently above average grasp of content, is turned in on time at least 80% of the time and meets at least 80% of the requirements.
- C Work shows average grasp of content, is turned in on time at least 70% of the time and meets 70% of the requirements.
- D Work is inconsistent/shows below average grasp of content, turned in late or not at all.

Attendance Policy

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 an "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.

Schedule

<u>Date</u>	<u>Topic</u>
Jan. 17 (Fri.)	Overviews and Rationale Why Cosmic Education? Bringing the cosmos into the curriculum Philosophy and rationale Review course syllabus Basic Principles of Cosmic Studies
Jan. 18 (Sat)	Curriculum Theory/Practice: Planning Discussion on Cosmic Education Various curriculum models How to create a unit / objectives Preparation of the environment Calendars, scheduling, Mind map
Jan. 25 (Sat)	No Class - Fax or email: <u>Reflection #2 due.</u>
Feb. 1	No Class - Fax or email: <u>Reflection #3 due.</u>
Feb. 8 (Sat)	Mini-Workshops: Discussion: To Educate the Human Potential Steps in Developing a Unit Outline Physical science (physics, chemistry, space) Earth elements (geology) Geography (land/water forms, globes/maps) History (time, calendar, seasons, personal history)
Feb. 15	No Class-Fax or email: <u>Reflection #5 due.</u> Fax or email: Final Draft of Unit Plan
Feb 22	Mini-workshop: Life on Earth Botany and Zoology Research Lesson Plans Material making
Mar. 1	No Class-Fax or email <u>Reflection #7 due.</u>
Mar. 8	Curriculum Theory / Weaving in Humanity Resources: parent and community Multicultural awareness Diagnostic Teaching The role of observation Assessment and Evaluation Portfolio and Benchmarks
Mar 15	No Class - Fax or email: Completed Calendar
March 21 (Fri)	<u>Curriculum Guide due</u>
March 22 (Sat)	<u>Celebration of Units Presentation</u> <u>Reflection #8 due</u>

Syllabus/course content may be adjusted to meet the needs of students

Assignments

Read: "The Emergence of Cosmic Education" Trudeau

Reflection #1 (in class) Bringing Cosmic Consciousness into the classroom

Read: To Educate the Human Potential

Reflection #2 To Educate the Human Potential (Due: Jan. 25)

Reflection #3 Unit Study Topic (Due Feb. 1)

Research Unit Study Topic

Read: Packet info on Unit Development and Lesson Plans

Draft of Unit Plan: Parts A, B for all 5 Categories (Due Feb. 8)

Read: The World in the Palm of Her Hand
Final Draft of Unit Plan (Parts A, B, C for all 5 categories)

Reflection #4 Mini Workshops (in class)

Reflection #5 The World in the Palm of Her Hand (Due Feb. 15)

Read: Roots and Wings

Begin Notebook and Lesson Plans

Reflection #6 (Multicultural)
List of Lesson Plans

Reflection #7 Research (Due March 1)

Reflection #8 Integrative paper (Due March 22)

Calendar Draft Due

Final Unit Plan Due

Bring one Lesson Plan

Research due

Completed Calendar due on March 15

Assignments/Rubric for Assignments

I. Weekly Reflection (15 points)

2 points ea. (1st reflection 1 point)

Every session we will do written and oral reflections on the readings.

The written reflections should include what you considered the most interesting or striking aspects of the readings and your own responses to the readings. If you were able to have a conversation with the author, what would you say? Include one question about the readings in each reflection. Written responses should be in Standard English and must meet university level writing guidelines.

We will begin each class session with small group discussions that focus the readings. If you have all read the same content, you will focus on your questions. If you read different content, you will share your reading with the group in such a way as to generate discussion. Each group will share a summary of its discussion with the whole group

II. Unit of Study (60 points)

The main product that will come out of this class is a unit of study. Although the focus of the topic for this class is Hawaii, by the end of our ten weeks together you will be able to take the principles of unit planning you have learned and apply them to almost any imaginable topic of study.

Your unit of study should include:

Unit Plan (10 points)

Curriculum Guide (25 points)

Activities for Unit (15 points)

Presentation of the Unit (10 points)

B. For full points the following will be evident:

Unit Plan

Uses format provided, including all sections

3 points

Shows clear relationship among goals, activities and performance objectives

7 points

Curriculum Guide

Organized with easily discernable sections

3 points

Aesthetically presented

3 points

Overview is complete with well thought out rationale

4 points

Calendars/schedules are included and match unit plan

5 points

Includes all required lesson plans, in correct format

4 points

Includes reference/research for each major area

6 points

and is thorough, varied and complete

Activities for Unit

Appropriate for age-level

5 points

Integrated through all content areas

5 points

Original ideas and/or materials

2 points

Aesthetic/well made

3 points

Presentation of the Unit

Interesting beginning activity

3 points

Clearly presented/coherent in thought and narrative

5 points

Unit plan for all class members

2 points

III. Integrative paper (15 points)

The integrative paper will utilize a case-study format. You will be given a specific and common curriculum problem and will be asked to solve the problem to the best of your ability. Plan on writing approximately 8 pages.

A. For full points the following will be evident:

Shows evidence of synthesis and analysis of course material	5 points
Demonstrates student ability to plan for individual needs of students, based on community norms and diagnostic information	5 points
University level writing, as per university-writing standards	5 points

Assignments that are underlined in the syllabus are due on the date assigned, and are graded. Other assignments are due on the date assigned but are not graded. You will be given feedback and opportunity to work with one another to make the assignments of the best quality possible. Because the assignments are not graded does not mean they are not important-your participation grade will be dependant somewhat on these assignments being completed on time.

Points will be deducted for lateness. Please let me know if you are having problems with any part of the assignments and I can help you.