

2016

# EDME 375 575 Montessori 9-12 Language and Children's Literature

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XAVIER UNIVERSITY TEACHER EDUCATION PROGRAM  
XAVIER UNIVERSITY MONTESSORI INSTITUTE  
Summer 2016

COURSE TITLE: EDME 375/575 Montessori 9-12 Language and Children's Literature  
CREDIT HOURS: 2 hours  
INSTRUCTOR: Carla Booth, M.Ed.  
COURSE TIME & DATES: July 11-July 14, 2016  
LOCATION: 212 Joseph  
OFFICE LOCATION:  
OFFICE HOURS: By appointment

**Department of Childhood Education and Literacy Mission Statement**

*Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, though their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strive to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.*

How this course relates to the mission: *This course prepares students to teach integrated Language arts and literature to children in a variety of classroom settings. Candidates will present lessons and activities that integrate writing across the curriculum, particularly integrated with the Montessori cultural subjects of History and Geography. The essence of Montessori's vision of cosmic education is reflected in this integration across the curriculum. This idea of cosmic education mirrors the idea of social justice in all disciplines and appreciation of all cultures.*

**Course Description:** This class will provide opportunities for the integration of Language Arts and Children's Literature in the Montessori classroom for children ages 9-12. The writing process, strategies and skill development will be explored. Presentation and discussion of Children's Literature, Poetry, and advanced Montessori Grammar and Sentence Analysis.

Objectives and Competencies to be achieved:

1. **General Statement and Purpose**
  - The student will demonstrate competency in teaching the Montessori Language Arts and Literature curriculum for the 9-12 year old student

- The student will demonstrate competency in teaching Language Arts including: Literature, Poetry, Grammar, Writing and Sentence Analysis for grades 4 through 6
- The student will utilize the Montessori pedagogy to teach grade level content in the area of English Language Arts, using the Ohio Model Curriculum ( based on the ELA Common Core Standards)

2. Knowledge Objectives-MACTE competencies

**Competencies for Montessori Teacher Candidates (MATCE, July, 2013):**

**Competencies for Montessori Teacher Candidates (MATCE, July, 2013):**

**I. Knowledge**

- 1a. Montessori Philosophy
- 1b. Human growth and Development
- 1c. Subject matter for each Course Level\* not to exclude:
  - Cosmic education
  - Peace education
  - Practical life
  - The arts
  - Fine and gross motor skills
- 1d. Community resources for learning

**II. Pedagogy**

Understands:

- 2a. Correct use of Montessori materials
- 2b. Scope and sequence of curriculum (spiral curriculum)
- 2c. The prepared environment
- 2d. Parent/teacher/ family/community partnership
- 2e. The purpose and methods of observation
- 2f. Planning for instruction
- 2g. Assessment & documentation
- 2h. Reflective practice
- 2i. Support and intervention for learning differences
- 2j. Culturally responsive methods

**III. Teaching with Grace an Courtesy**

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

- 3a. Classroom leadership
- 3b. Authentic assessment
- 3c. The Montessori philosophy and methods (materials)
- 3d. Parent / teacher / family partnership
- 3e. Professional responsibilities
- 3f. Innovation and flexibility

3. Skill Objectives/Learning Outcomes: at the conclusion of this course, students will be able to:

- To be able to present lessons in a way that allows students to make connections between various concepts across the curriculum (2a. Correct use of Montessori materials ;2b. Scope and sequence of curriculum (spiral curriculum; 2f. Planning for instruction;2g. Assessment & documentation )
- To be able to present Montessori lessons in a clear, effective manner (2a. Correct use of Montessori materials (2b. Scope and sequence of curriculum (spiral curriculum); 3b. Authentic assessment ;3c. The Montessori philosophy and methods (materials); 2f. Planning for instruction ;2g. Assessment & documentation)
- To be knowledgeable and express a willingness to refine knowledge in the areas of Language Arts and Literature.( 2h. Reflective practice)
- Delineate assessment and record keeping strategies applicable to the 9-12 classroom environment (3b. Authentic assessment: 3c. The Montessori philosophy and methods (materials)

4. Attitudes / Values

- To demonstrate evidence of personal growth through self-evaluation and introspection.
- To demonstrate evidence of sensitivity to the needs of individual children.

4. Methodology

- Presentation of materials
- Practice presenting materials
- Lectures
- Group Discussions

6. Required Textbooks

- 9-12 Language Arts and Literature album, from Xavier University Montessori TEP.
- Ohio Model Curriculum-new Learning Standards-available through ODE web site
- Common Core Standards, [www. commoncore.org](http://www.commoncore.org)
- Marvelous Minilessons for teaching Intermediate Writing, Grades 4-6. Lori Jamison Rog

7. Additional Resource for Coordinating Curriculum

- Quick flip Questions for the Revised Bloom's Taxonomy by edu press, or other resource listing levels of Bloom's and questions related to each level
- Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy. Irene C. Fountas and Gay Su Pinnell
- Teaching Children's Literature in the Age of Standards

8. Recommendations for Personal and Professional Reading:

Duffy, M., & Duffy, D. (2002). Children of the universe: Cosmic education in the Montessori Elementary Classroom. Hollidaysburg, PA: Parent-Child Press.

Lillard, A. S. (2005). Montessori: The science behind the genius. New York, NY: Oxford University Press.

Montessori, Maria. (1943). Education and Peace. Chicago: Henry Regnery.

Montessori, Maria. (1946). Education for a New World. Madras, India: Kalakshetra Publications

9. Expectations

1. Attendance: Punctuality and 100% attendance is expected. If there is an emergency that requires an absence, the student will meet with the instructor to design an assignment for making up the missing class work.
2. Full participation: Asking questions, practicing diligently, taking notes, participating in discussions, etc.
3. Completing assignments on time.

Assignments: \*Due dates

1. **Language Arts and Literature Album** \*7/18 **15 points**

- Organized with tabs or other dividers according to subject matter.
- Annotated or highlighted, with any appropriate supplementary material.
- Contains illustrations, photographs, or sketches in appropriate places.
- Shows evidence that it will be a functional, effective, “at a glance” resource.
- Shows promise of being a continually growing and expanding resource.
- Ohio Model Curriculum standard connection listed adjacent to presentation

2. **Material making** \*7/18 **15 points**

(See rubrics and sheet of all materials)

- You will need these materials to teach the language curriculum.
- Many of these materials are designed as command cards for independent student work and will need cutting. Some materials need coloring. To save time, sometimes students make a color Xerox at their own expense. You will try to complete as many materials as you can on the list at the end of the syllabus.

- Completed materials are carefully and aesthetically designed.
- These materials are those given out as handouts for student work in 9-12 classrooms.

3. **Presentation/Practical Exam** \*week of 7/11-14 **15 points**

Demonstrate the ability to present Montessori Language lessons during practical exams and during practice times.

- Careful, clear presentation of the concept / skill being taught.
- Demonstrates solid understanding of the place of this lesson in the sequence.
- During the practical exam, students must demonstrate the ability to present Montessori Language Arts materials. Students will be graded on: 1) ease of presentation, 2) knowledge of materials, 3) focus and comfort level towards your student partner, and 4) knowledge of materials that come before and after your presentation.
- During presentations, students will be expected to ask questions as assessments based on the levels of Bloom’s Taxonomy. You can use the questions listed in provided quick flip chart. Students will also provide at least Ohio or other state/national content standard integrated with their material or lesson

4. **Participation / Use of Practice Time** \*week of 7/11-14 **15 points**
- Practice lessons in an effective, professional manner
  - Participation in discussions
  - Professional dispositions and attitudes
  - Attendance-return from breaks and lunches
  - Practice Time/Sheet: There will be time in class to practice with the materials. However, a minimum of 3 hours of practice time is required for the week's content. Time and specifics must be documented on the attached Practice Sheet.
5. **Writing Portfolio** \*7/18 **5 points**
- Collection of your own writings done as in class assignments from the Guided Practice and/or Independent Applications of each of the mini lessons presented in class.
  - Examples of other in class writing samples
6. **In class writing mini lesson presentation** \*week of 7/11-14 **15 points**
- Each student will present a total of 3 lessons (one each day Tues. through Thurs.) from the following chapters in the Marvelous Mini-lesson-chapters 3, 4, 5, 6, and 7.
  - We will read and discuss chapters 1, 2, 7 and 8
7. **Seminar Discussion and Montessori reading** \*7/14 **5 Points**
- Each student will be responsible for leading a seminar type discussion (15-20 min.) about 1 of the following:
    - α) a favorite Montessori quote
    - β) reading that relates to the teaching of language arts
    - γ) A grade level, age group level appropriate nonfiction text-using the resources within the classroom space this week.
  - Use the provided outline about elements of a Socratic seminar.
  - Students presenting should come prepared with a set of questions to guide along the discussion.
  - Questions should prompt deeper thought and discussion and should not be limited to simple comprehension.
8. **Rationale Paper for the teaching of Language** \*7/17 **10 points**
- Develop this paper as a way to explain what happens in the language area in a Montessori 9-12 environment. What are the key components of a language area in a 9-12 classroom? This will serve as an introduction to your language album.
  - Areas you should cover include:
    - ⑩ Description of the language area of the classroom including materials and their sequence.
    - ⑩ Grounded in nature and development characteristics of 9-12 year olds and how the language environment helps foster these characteristics.
    - ⑩ Related to Montessori's teachings on cosmic education.
    - ⑩ Supported with Montessori's books, quotes and sources.
    - ⑩ Consider how you would explain these areas to a parent or for a parent education evening.
    - ⑩ Ideas should be clearly expressed and well organized.
    - ⑩ Include a copy in your album

- ⑩ Paper must follow proper citation (APA 6<sup>th</sup>): typed, double spaced, Times New Roman font, size 12
- ⑩ Paper should be submitted via Canvas by 10:00pm, on **Sunday, July 17<sup>th</sup>**.

**9.      Resource File Box                      \*7/18    10 points**  
Box should contain masters of materials received, handouts, and extensions with each in an individual section neatly labeled and organized.

**10.     Novel Study                      \*7/14    15 points**

- Choose a novel appropriate for the 9-12 year old classroom. You may wish to consider one that might be integrated into your cultural studies.
- Communicate with fellow students so as to avoid duplication.
- Develop a lesson plan and original materials /independent activities that are outlined below
- Utilize the lesson plan format listed below.

**This project will have two components**

**Independent/original materials:** Create these as they would present in a classroom-as independent shelf work.

3 writing activities that relate to the novel but will follow the format as described in the text book activities from Marvelous Mini lessons for Intermediate grades 4-6.

reading comprehension questions (could be based on the levels of Bloom's or other high level thinking questions) connected to your novel choice

**Outline of lesson plan:**

- a. Title information about author as appropriate or relevant
- b. Objectives and learning outcomes for this novel-what are 3-5 outcomes that students will achieve from reading this text
- c. Standards-include 5 from ELA and 2 each from other content areas, per grade level
- d. Grade level/age of students-recommended reading level or age level appropriateness
- e. Procedure-suggested time frame to teach this novel
- f. Differentiated Learning/Instruction-how can this novel be used to serve a variety of learners, at a variety of reading levels
- g. Rubrics for your independent activities
- h. Bibliography-related sources-nonfiction and fiction that could support cross curricular activities

**11.     Poetry Presentation                      \*7/14    5 points**  
Poetry activity-choose one anthology of poetry-a specific poet or series of poems on a related topic. You may want to tie this into your cultural studies-a specific area or region, historical event or figure.  
Develop one hands on material-a layout, command cards, research cards-for independent student work.  
Be prepared to share with the group and provide copies or an electronic version.

**GRADE SCALE,**

Based as a percentage scale on a total of 125 points

97 – 100 = A	93 – 96 = A-
90 – 92 = B+	87 – 89 = B
84 – 86 = B –	81 – 83 = C+
75 – 80 = C	74 or below = F

97 – 100 = A	=	121-125 points
93 – 96 = A-	=	116-120 points
90 – 92 = B+	=	112-115 points
87 – 89 = B	=	108-111 points
84 – 86 = B –	=	105-107 points
81 – 83 = C+	=	101-104 points
75 – 80 = C	=	94-100 points
74 or below = F=	=	93 or below

Notes on Grades:

- If an assignment is late, the grade will be lowered one letter grade. This is department policy, and it includes albums.
- As stated in the Montessori Teacher Education Program Handbook, Montessori Education majors must review any grade below a 'B' with the Program Director.

## Calendar

### Monday, July 11

Overview of Montessori Language

History of Language

### Writer's Workshop:

Writing-Mini lessons text discussion-chapters 1 and 2

### From album:

A sequence of writing skills  
Prewriting strategies, conferencing with children about writing,  
Assessment of writing activities,  
Types of writing, creative writing/journaling,  
Daily writing activities and components of a writing workshop  
Note taking and Paraphrasing  
Organizing information  
Author paper  
Writing Evaluations

### Grammar: Fourth Level Curriculum

Nouns, Adjectives

Verbs – Transitive/Intransitive; Action/Linking; Predicate noun/adjective

Second Level Sentence Study

### Tuesday, July 12

Writing- Mini lessons text discussion chapters 7 and 8

## **Mini lesson presentations**

### Readers Workshop:

- Building a Reading Environment
- Creating Cultures of Thinking
- Thinking Strategies used by Proficient Readers
- Teaching and Modeling skills with Mentor Texts

### Grammar: Fifth Level Curriculum

- Pronouns, Adverbs, Prepositions and Prep. Phrases
- Diagramming of above

Wednesday, July 13

## **Writing-Mini Lessons presentations**

Literature (Album)- folk literature, discussion of literature, novel studies, determining reading level, Elements of fiction, parts of the plot, story sequence, cause and effect, predicting, vocabulary, roots/prefixes/suffixes, literal/figurative language, analogies

### Poetry

### Grammar: Sixth level Curriculum

- Types of Sentences/Clauses
- Verb Tenses
- Verbals

Thursday, July 14

## **Writing-Mini lessons presentations**

### **Seminar Discussions**

### **Practical Exam** (Grammar) presentations

Sharing of lesson plans and synthesis of learning activity



## RUBRIC FOR ALBUM

	Exceeds Expectations 2	Meets Expectations 1	Does not Meet Expectations 0	Comments
Binder of adequate size so that pages can be turned easily				
Tabs allow for easy access				
Table of Contents includes all presentations and any additional resources included within table of contents				
Notes included consistently throughout album, adjacent to presentations and are easily read				
Additional pictures or drawings are accurately labelled				

RUBRIC FOR PRACTICAL EXAM

	Exceeds Expectations 2	Meets Expectations 1	Does not Meet Expectations 0	Comments
Understanding of the place of this presentation in the sequence.				
Materials are presented in a clear organized manner so child can duplicate lesson independently.				
Introduction and conclusion with follow up examples.				
Understanding of how your presentation can be related to other curriculum				

**RUBRIC FOR PARTICIPATION**

	Exceeds Expectations 2	Meets Expectations 1	Does not Meet Expectations 0	Comments
Attendance: on time for all sessions.				
Active, attentive participation in lecture / demonstration sessions.				
Active, attentive participation in practice sessions / laboratory experiment groups.				

**RUBRIC FOR MATERIAL MAKING**

	Exceeds Expectations 2	Meets Expectations 1	Does not Meet Expectations 0	Comments
Materials are accurate in orientation and design, carefully cut or created in a consistent size				
Materials are attractive, aesthetically submitted-trimmed neatly in consistent size and orientation				
Materials are constructed so they can be used independently.				
Materials not yet completed are stored in an organized manner.				

RUBRIC FOR RATIONALE PAPER

	Exceeds Expectations 2	Meets Expectations 1	Does not Meet Expectations 0
Conventions	No spelling, grammatical, or punctuation errors  High-level use of vocabulary and word choice	Few (1 to 3) spelling, grammatical, or punctuation errors  Good use of vocabulary and word choice	Frequent spelling, grammatical, or punctuation errors  Limited level of Vocabulary and Word choice
Content and Organization	Is fully thought out and includes all areas of the Language curriculum for the 9-12 year old child  Detailed discussion of class conversations or material presentation  Reflects application of critical thinking and detailed explanations of each content  Content is organized and divided into appropriate sections	Content includes some discussion of the Language curriculum for the 9-12 year old child  Some discussion of class conversations or material presentation	Provides inconsistent information for solution  Has no apparent application of critical thinking  Has significant factual errors, misconception or misinterpretations

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM

**XAVIER UNIVERSITY DEPARTMENT OF CHILDHOOD EDUCATION AND LITERACY  
DISPOSITION PROGRESS REPORT FORM**

Candidate's Name (please print) \_\_\_\_\_

Signature of Candidate \_\_\_\_\_ Date \_\_\_\_\_

*(Candidate's signature only indicates that she/he has reviewed this report; it does not imply agreement.)*

Person Completing the Form (please print) \_\_\_\_\_

Signature of Person \_\_\_\_\_ Date \_\_\_\_\_

Check one: Faculty/Instructor \_\_\_ University Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Please check the appropriate rating for each category using the following scale. Be sure to document a score of 1 or 2 by providing evidence in the comment column. Use back portion for additional comments.

- 4=Exemplary**
- 3=Proficient (meets expectations)**
- 2=Basic (inconsistently meets expectations)**
- 1=Unacceptable (does not meet minimal expectations)**
- N/A = Not Applicable**

COURSE COMPONENT	4	3	2	1	N/A	Comments
Candidate attends all classes and is punctual.						
Candidate demonstrates respect for the learning community and alternative viewpoints.						
Candidate demonstrates initiative in class discussions and activities.						
Candidate takes responsibility for requirements of the course.						

Signature of person filling out this form \_\_\_\_\_

Date \_\_\_\_\_

**MONTESSORI CLASS ABSENCE AND GRADE FORM**

Name of candidate: \_\_\_\_\_ Signature of Candidate: \_\_\_\_\_

Professor: \_\_\_\_\_

Situation	What happens?	Documented
If you miss more than two classes, in Fall or Spring semester, you must withdraw from the class. If you are absent from an all day Saturday class you are missing <i>two</i> classes.	Candidate is responsible to do an official withdrawal at the registrar's office.	Practicum Handbook,
If you miss more than one class in Summer session, you must withdraw from class. If you miss an all day class, you must withdraw.	Candidate is responsible to do an official withdraw at the registrar's office.	Practicum Handbook,.
Material class absence	You are responsible for presenting material (without a teaching partner) to the instructor by way of videotape or in person. Failure to fulfill this requirement will result in an automatic grade of C or lower for the course.	Practicum Handbook,
Lecture class absence	A thorough research paper must be written on the lecture topic. The paper must include a bibliography and follow all standards and procedures for a paper. The instructor decides the length of the paper. Failure to fulfill this requirement will result in an automatic grade of C or lower for the class.	Practicum Handbook,
Late assignments	Candidates will receive a letter grade below the final grade earned ( A, to A-). All late assignments are due the next day. The grade will be lowered one level for each day the assignment is late. It is the candidate's responsibility to hand-deliver the assignment to the instructor.	Practicum Handbook,
Fail an Exam	Candidate fails a practical exam; he/she will not gain extra points when the materials are presented at a later date. In order for the candidate to continue in the program, he/she must present the materials to the instructor. If the candidate fails to do this, he/she will receive a failing grade for the course.	Practicum Handbook,
Failure to complete an assignment	Candidate will lose two letter grades if he/she fails to complete any assignment. (ie. Grade of A will become B). They will also lose assigned points for that assignment.	Practicum Handbook,
Late for Class	Candidate will lose points for late class arrival. Professionals are expected to be on time. (Bad weather is a valid excuse for late arrival). One point will be deducted for each time you are late.	Practicum Handbook, Xavier University Catalog
Mechanics of Writing	The university requires a high quality of writing. Students can receive instruction at the James E. Glenn Writing Center, Alter Hall, rm B12. Faculty members may refuse to accept an assignment that does not meet acceptable standards.	Xavier University Catalog Practicum Handbook,

