**SHED 513. Secondary School Curriculum**

Three semester hours. This course provides a study of the forces which affect the development of the secondary school curriculum. Emphasis is placed on procedures employed for designing, implementing, and evaluating, curricula at the secondary level.

# Text: Developing the Curriculum Peter F. Oliva, Fifth Edition

# SHED 513

**Part I : The Curriculum Theoretical Dimensions**

## Chapter 1: Curriculum and Instruction Defined

**Summary**: Curriculum and instruction are viewed as separate but dependent concepts. Curriculum can be summed up as being the program and instruction being the method. Curriculum as a discipline contains (1) an organized set of principles, (2) a body of knowledge and skills for which training is needed, and (3) its theoreticians and practitioners.

**Goal:** To develop an increased understanding of the meaning of curriculum and instruction in secondary schools.

**Objectives:** The learner will be able to:

1.1   define curriculum and instruction.

1.2   explain in what ways curriculum can be considered a discipline.

1.3   create their own model of the relationship between curriculum and instruction.

## Chapter 2: Principles of Curriculum Development

**Summary**: Education is a system that responds to changes as conditions in society change. A normal, expected consequence of changes in the environment is to change curriculum. Making continuous improvement in the curriculum is the curriculum worker's responsibility. There are some generally accepted principles for curriculum development that can facilitate the curriculum workers task. Teachers, curriculum specialist, supervisors, administrators, students, parents and other community representatives can all play significant roles in effecting curriculum change.

**Goal:** To develop an increased understanding of the principles of curriculum development in secondary schools.

**Objectives:** The learner will be able to:

2.1   understand the principles for curriculum development.

2.2   discuss in what way the curriculum is influenced by changes in society.

2.3   discuss the parameters affecting curriculum changes in a school system and within which curriculum

      workers must function.

# Part II : Curriculum Development: Role of School Personnel

## Chapter: 3 Curriculum Planning: A Multilevel, Multisector

# Process

**Summary:** Curriculum development is a collaborative effort. Planning can take place on five levels:

classroom, team/grade/department, individual school, school district, and state. From the state to the

classroom, each level exercise authority over levels below it. Teachers and curriculum specialist find

opportunities to participate actively in curriculum development at the first four levels. Some curriculum

workers are asked by the state to serve on curriculum projects.

**Goal:** To develop an increased understanding of the planning and effort needed to develop curriculum in secondary schools.

**Objectives:** The learner will be able to:

3.1   describe the five levels, of curriculum planning.

3.2   organize curriculum development at the individual school level.

3.3   organize curriculum development at the school district level.

Chapter: 4        Curriculum Planning: The Human Dimension

**Summary:** There are various roles played by persons and groups involved in curriculum development at

an individual school. Principals that perceive themselves as instructional leaders take an active part in

curriculum development. Other principals may delegate the responsibility of curriculum development.

Students, parents, and other community persons may participate in curriculum improvement by providing

data about their own learning, serving on committees, answering surveys, and serving as resource

persons. Teachers and specialists share the greatest responsibility for curriculum development.

**Goal:** To develop an increased understanding of the roles played by persons involved in the development of secondary school curriculum.

**Objectives:** The learner will be able to:

4.1   describe the roles of the (a) the principal, (b) the curriculum leader, ( c) the teachers, (d) the

students, and (e) the parents and other citizens in curriculum development.

4.2   discuss what knowledge and skills are needed by the curriculum leader.

**Part III : Curriculum Development**: **Components of the Process**

Chapter: 5      Models for Curriculum Development

**Summary**: There are various models of curriculum development. Four models are presented in this chapter. Models can be in the form of lists, diagrams, linear, deductive, inductive, prescriptive, and descriptive. Curriculum developers should become familiar with the various models and develop one that is understandable and suitable for the school they are working with.

**Goal**: To develop an increased understanding of the various models of curriculum development in secondary schools.

**Objectives:** The learner will be able to

5.1   analyze each model for curriculum development.

5.2   distinguish between deductive and-inductive models for curriculum development.

5.3   distinguish between linear and nonlinear models for curriculum development.

5.4   distinguish between prescriptive and descriptive models for curriculum development.

Chapter: 6      Philosophy and Aims of Education

**Summary**: Four philosophies of education are presented: reconstructionism, progressivism, essentialism and perennialism. Samples of these four philosophies are included.

**Goal:** To develop an increased understanding of the four philosophies of education.

**Objectives**: The learner will be able to:

6.1   explain for whom the aims of education are created.

6.2   express statements of the aims of education.

6.3   summarize the four well known beliefs of education.

6.4   write their own philosophy of education.

Chapter: 7      Needs Assessment

**Summary**: Attention is placed on the importance of attending to the needs of the students and society.

By conducting a systematic needs assessment, gaps in learning and discrepancies can be addressed by way of revision of the curriculum. Needs assessments promote and support the school's efforts in prioritizing.

**Goal**: To develop an increased understanding of the importance of needs assessments in order to

fill gaps in the curriculum.

**Objectives**: The learner will be able to:

7.1   identify the major sources of curriculum content.

7.2   outline the levels and types of needs of students and society.

7.3   show how needs are derived.

7.4   describe the steps in conducting a needs assessment.

7.5   construct an instrument for conducting a needs assessment.

# Chapter: 8    Curriculum Goals and Objectives

**Summary:** The differences between goals and objectives are explained. Emphasis is placed on how goals and objectives are derived from the developers' philosophy and educational aims.

**Goal:** To develop an increased understanding of the differences between curriculum goals and objectives and why they are essential for meeting needs, instructional improvement and giving direction to the educational program.

**Objectives:** The learner will be able to:

8.1   distinguish between goals and objectives.

8.2   know the difference between aims of education and curriculum goals and objectives.

8.3   distinguish between curriculum goals and objectives and instructional goals and objectives.

      write and apply goals and objectives.

Chapter: 9        Organizing and Implementing Curriculum

**Summary:** The structure of the disciplines are covered by way of explaining the basic components. The

components include: basic ideas, fundamental competencies, objectives and needs assessments.

**Goal**: To develop an increased understanding of the structure of curriculum.

**Objectives**: The learner will be able to:

9.1   describe strengths and weaknesses of various plans and proposals for organizing and

       implementing the curriculum.

9.2   relate each organizational arrangement discussed in this chapter to a) the psychological and

       sociological circumstances of the public school and b) the achievement of one or more aims of

       education or curriculum goals at each of the three school levels: elementary, middle and senior

       high.

9.3   Specify several curriculum goals for the elementary, middle, or senior high school level; choose

       or design and defend a curriculum organization plan that you believe will most satisfactorily

       result in accomplishment of these goals.

Chapter: 10        Instructional Goals and Objectives

**Summary:** The differences between instructional goals and objectives are presented. The three learning outcomes are identified and explained: the cognitive, the affective and the psychomotor. The taxonomies of each domain are presented and the importance of guiding instruction at the higher levels of taxonomy is emphasized.

**Goal**: To develop an increased understanding of the learning outcomes,

**Objectives**: The learner will be able to:

10.1    identify the three major domains of learning.

10.2    list the major categories of learning from one taxonomy of each of the three domains.

10.3    explain the relationships between curriculum goals and objectives and instructional goals and objectives.

10.4    distinguish between instructional goals and instructional objectives.

10.5    be able to identify and write instructional goals in each of the three domains.

10.6    be able to identify and write instructional objectives in each of the three domains.

# Chapter: 11    Selecting and Implementing Strategies of Instruction

**Summary:** Selecting instructional strategies is one of the final steps in planning for instruction. Instructional strategies are derived from a number of sources. Though teachers vary in their styles, models, and skills, the ultimate purpose of all strategies, styles, models, and skills is the fostering of student achievement.

**Goal**: To develop an increased understanding of the methodology, techniques, and rationale used in selecting and implementing strategies of instruction

**Objectives**: The learner will be able to:

11.1   define style, model, method, and skills of teaching and state how each relates to the selection of

        instructional strategies.

11.2   distinguish between generic and specific teaching skills.

11.3   present a rationale for using a unit plan.

11.4   relate daily lesson planning to long-range planning.


Chapter: 12      Evaluating Instruction

**Summary**: Although evaluating is generally perceived as an activity taking place at the end of the instructional process, teachers should begin selecting evaluation techniques as soon as they identify their instructional goals. The major purpose of evaluating instruction is to determine whether or not students accomplish the objectives. Instructors should keep in mind that there are numerous techniques other than testing for evaluating pupil performance. Evaluation is perceived as a continuous, cyclical process.


**Goal:** To develop an increased understanding of the importance, methods, and place that the evaluation of instruction has in facilitating the determination of whether or not students accomplished their educational objectives.


**Objectives**: The learner will be able to:

12.1   define pre-assessment, formative evaluation, and summative evaluation, and describe the

         purposes of each.

12.2   explain the differences between norm-referenced and criterion-referenced measurement and state

         the purposes for which each is intended.

12.3   design test/ evaluation questions in the major categories of each of the three domains of learning.

12.4   define and give examples of performance- based assessment.

12.5   contrast traditional assessment with performance- based assessment.

Chapter: 13 Evaluating the Curriculum

**Summary**: Evaluation is a continuous process by which data are gathered and judgments made for the purpose of improving a system. Two proposed models for curriculum development are described in this chapter. Although evaluation is placed at the end of the diagram as the culmination of the proposed model for curriculum improvement, in fact evaluation connotes only the end of one cycle and the beginning of the next. Improvements in the following cycle are made as a result of evaluation.

**Goal:** To develop an increased understanding of the processes and models used in evaluating curriculum and that curriculum evaluation is just part of a process and can serve as both the beginning and end of a continuous cycle.

**Objectives**: The learner will be able to:

13.1   describe several processes for evaluating the curriculum.

13.2   explain the major features of at least two models of curriculum evaluation.

13.3   describe how one or more models of curriculum evaluation can be used by curriculum planners.

13.4   select and apply a model of curriculum evaluation.

13.5   describe eight principles of curriculum construction and explain their significance to curriculum

        planners.

**Part IV : Curriculum Development: Problem and Products**

Chapter: 14      Problems in Curriculum Development

**Summary**: This chapter is a continuation of Curriculum Present, a theme begun in Chapter 9. A number of current and controversial curriculum problems are presented as well as a few professional

problems that have an impact on the curriculum. Curriculum development today is a blend of many practices and programs both innovative and time-honored. As we enter the twenty- first century our schools will be buoyed up by a judicious mixture of the old and the new,

**Goal**: To develop an increased understanding of the myriad issues in the development of curriculum.

**Objectives**: The learner will be able to:

14.1   identify current and continuing curriculum problems that are brought about by social and political

forces and explain their significance for curriculum development.

14.2   identify professional problems that make an impact on the curriculum and explain their

significance to curriculum planners.

Chapter:15 Curriculum Products

**Summary:** Curriculum planners and teachers frequently engage in developing curriculum products that will be of use to teachers in their school system. This chapter looks at these types of products: curriculum guides, courses of study, syllabi, and resource units. In the creation of curriculum material, both the process and product are important.

**Goal**: To develop an increased understanding of the availability, types, and uses of curriculum products.

Objectives: The learner will be able to:

15.1   construct a curriculum guide.

15.2   construct a resource unit.

15.3   identify sources of curriculum materials.

# Selected Bibliography

Banks, James and Cherry Banks. Multicultural Education: Issues and Perspectives.  4th ed. Washington: John

Wiley & Son, Inc., 2003.


Beanie, James A. and Richard P. Lipka. Self-Concept, Self-Esteem, and the Curriculum. Boston: Allyn and

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Brooks, Jacqueline and Martin Brooks. The Case for Constructivist Classrooms. Alexandria, VA: ASCD, 1993.

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Canfield, Jack. 100 Ways to Enhance Self-Concepts in the Classroom. Englewood Cliffs, N. J. : PrenticeHall,

1985.


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Individual Differences and the Common Curriculum Chicago: National Society for Study of Education: University of Chicago Press, 1983.

Kemp, Jerrold E. The Instructional Design Process . New York: Harper & Row, 1985.

Ornstein, Allan and Frances Hunkins, Curriculum Foundations. Principles and Theory, 2nd ed. Boston: Allyn

and Bacon, 1993.

Post, Thomas, and Arthur Ellis, Alan Humphreys, and L. Joanne Buggey. Interdisciplinary Approaches To

Curriculum. Upper Saddle River, N.J.: Merrill-Prentice Hall, 1997.

Stiggins, Richard. Student-Involved Classroom Assessment 3rd ed. Upper Saddle River, N.J.: Merrill-Prentice

Hall, 2001.

Watras, Joseph. The Foundation of Educational Curriculum and Diversity. Boston Allyn and Bacon, 2002.

Wiggins, Grant and Jay McTighe. <u>Understanding by Design.</u> Alexandria, VA: ASCD, 1998.

Wiles, Jon and Joseph Bonds. <u>Curriculum Development, A Guide to </u>Practice. 4th ed. Columbus, Ohio: Charles

Merrill, 2002.

**<u>PROJECT DIRECTIONS</u>**

**SHED 513**

**50 POINTS**

## I. Getting Started

Select a topic from which a workshop, suitable for delivering at an in-service/staff development session, can be developed. The content to be developed for the presentation can be of your own specialty area, content that may be continuous research for you, or an area that is of special interest to you. However, the content must be directly related to secondary school curriculum. **You** may work individually on this project or in groups of an appropriate size and purpose. Same district cohorts are encouraged.

<u>Possible Topics:</u>

Alternative assessments

Conflict management/resolution

Current brain research,

Educational technology

Empowerment

Human development

Interdisciplinary curriculum

Leadership

Learning styles

Learning theory

Multicultural education

Multiple intelligences

Parental/ Community involvement

School violence & safety

Social issues (drugs, sex education, etc.)

Teacher recruitment

Teaching models

TEKS implementation/accountability

Integrated Curriculum

Constructivism


## II. Research Topic

Conduct initial research on possible topics using library and technology resources. Find

all resources available in your district (people, libraries, etc.). Begin building your

bibliography using APA (American Psychological Association) publication style

notations. Insure your topic is feasible for the semester and relevant to your interests and

professional pursuits.

### III. Submit Topic for Approval

Type a summary presenting goals and a rationale that justifies the relevancy of your topic

for you, your district, and secondary curriculum. Include a brief list of resources to be

used during research.

### IV. Submit a Project Proposal

Continue research on your topic and develop a strategy for a written manuscript and presentation. Submit a brief summary for suggestions.

### V. Complete/Submit a Project Outline

Finish all research and construct an outline for the development of your manuscript and presentation that includes a rationale, objectives, methods, materials, a time-line and a completed bibliography.

### VI. Develop a Draft

Complete a draft of your manuscript that can be viewed by others for suggestions and comments.

### VI. Revise and Finish Manuscript

Finalize manuscript to submit. The final format should include the following:

1. A title page

2. A table of contents

3. A rationale

4. An overview

5. Objectives

6. Activities

7. Technology(ies) to be utilized (if any)

8. A workshop evaluation procedure(s)

9. A bibliography (at least 4 sources)

## VIII. Prepare Class Presentation

Because of class-time restraints, you will not conduct your full workshop in class. Instead, prepare a presentation for your class peers and instructor that gives an <u>overview</u> of your project. Make this interesting and fun (please - no lectures)! Use visuals or manipulatives where possible. Demonstrate parts of your actual workshop if possible. If you are in a group, make sure all members have an equal participation in the presentation. Please follow the time frame to be given for your presentation. Practice.

## IX. Check and Submit

Recheck manuscript criteria given and submit one manuscript to the instructor. **Please**

**Note: your manuscript will not be returned - only an evaluation.** Make sure to

duplicate your manuscript before submission. Recheck presentation criteria to make sure

you address all evaluation points during your delivery.

**Rubric**

**SHED 513 Project**

**50 Points**

**Name:_____**

**Total Score: _____**

**Points Awarded:____**

## Manuscript Criteria 30 Points

_____Assigned format was followed and the documentation and bibliography abided by APA

(American Psychological Association, 0 or 5th Edition). **5 Points**

_____Content was suitable for research, related and relevant to secondary school curriculum and

appears useful for other educators. **5 Points**

_____Subject was limited so that it could be developed adequately. **5 Points**

_____Content reflected most current materials available and bibliography reflected thorough research

(at least 4 sources cited). **5 Points**

_____Style of writing characterized by unity, clarity and originality; manuscript was error free. **5**

**Points**

_____Peer evaluation and self-evaluation will be used for those in groups (use chart below). The score

will be based on the average of all participants. Self-evaluation for a project completed by one

person is based on self -assessment of effort and satisfaction of final project. The individual will

select a score from 1-5 and enter this to the left). **5 Points**

| Peer and Self Assessment | Points Given: | A | B | C | D | E | Total |
|---|---|---|---|---|---|---|---|
| 1. Your Name | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

**0 Points, Poor Response - through 5 Points, Very Positive Response**

A. How much work did this person contribute?

B. How wisely did this person use time during all phases of the project?

C. Did this person meet all required deadlines?

D. Did this person help to make the final project better?

E. Based on the quality and quantity of performance, would you work with this person <u>again?</u>

## Presentation Criteria 20 Points                                                   **Points Awarded: _____**

Points will be awarded based on the average score of peers and instructor, This will be a holistic score for groups. Therefore, all members of a group should be active participants.

**0 Points, Not Accomplished - through - 5 Points, Outstanding Job**

**Content:** Relevant, current and sound information presented. Presentation reflected dependable

research. **5 Points**

**Organization:** Presentation shows good preparation and has an appropriate sequence and smooth transitions. Use of materials and/or visuals were helpful. **5 Points**

**Credibility:** Knowledge of content was evident. Sufficient details and examples were provided. Presentation showed originality and creativity. **5 Points**

**Demeanor:** Demonstrated enthusiasm, professionalism and a sense of humor during the presentation. Presenter(s) appeared relaxed and established a rapport with the audience. **5 Point**