CONTENTS S

Chapter 1 **New Challenges, New Opportunities** Defining Curriculum 2 Structure in Curriculum Development 5 History and Curriculum: Three Eras 9 The Evolutionary Era, 10 The Modern Era, 12 The Postmodern Era, 15 Foundations of Curriculum Planning 18 Social Forces, 18 Treatment of Knowledge, 22 Human Growth and Development, 25 Learning as a Process, 27 Technology, 28 A New Age of Curriculum 29 The New Information Technologies 30 Old Issues, New Impediments 31 Summary 33 Additional Reading 33 Chapter 2 Philosophy and Curriculum Design 35 The Search for a Philosophical Attitude 37 Critical Questions to Be Answered 38 The Struggle to Be a Decisive Leader 40 Determinants of an Educational Philosophy 41 Five Educational Philosophies 42 Perennialism, 42 Idealism, 44 Realism, 44 Experimentalism, 44 □ Existentialism, 45 Philosophy Preference Assessment 45 Philosophies as Found in Schools 45 The Learning Environment, 47 \quad Programs of Study, 57 \quad Instructional Orientation, 63 Administrative Conditions, 66 Roles of Participants, 69 School Assessment, 70 School Philosophies and Curriculum Design 71 Summary 72 Additional Reading Chapter 3 Managing Curriculum Development 73 Establishing the Philosophy 74 Formulating Goals 76 Classifying Goals and Objectives 78

Using Objectives to Order Learning 80 Specifying Behavioral Objectives 84 Develop Scientific Observation and Description Skills, 86

Develop Scientific Hypothesis Formation Skills, 86 Understand the Content and Concepts of Advanced Science, 86 Assessing Needs: Focusing for Results 86 General Information, 86

General Population Characteristics, 88 School Population Characteristics, 88

Programs and Course Offerings in the District, 89

Professional Staff, 91

Data for Instructional Planning: Instructional Patterns and Strategies, 91 Data for Instructional Planning: Student Data, 92 Data for Instructional Planning: Facilities, 95 How Districts Improve Programs 96 Comprehensive Planning 97 Curriculum Management Plans 100 Analysis Stage, 101

Design Stage, 109

Plan for Establishing a Kindergarten, 115

Implementation Stage, 118

Evaluation Stage, 122 Summary 134 Additional Reading 134 Chapter 4 New World of Standards-Based Curriculum 135 Origins of Standards 135 Previous Reform Efforts The Latest Reforms 139 Standards-Based Education 143 How Standards Work in Schools 150 Goals, 157

Managing Standards-Based Programs, 160 The Role of Technology 162 Rebalancing Standards-Based Curriculums 162 Nurture of Intellectual Competence, 164

Transfer of Knowledge, 164 Acceptance of Multiple Intelligences, 165

Understanding Learning Styles, 166 □ Curriculum Differentiation, 167 □ Cooperative Learning, 168 □ Interdisciplinary Learning, 169

Problem-Based Learning, 169 Mentoring, 169 □ Service Learning, 170 A Warning 170 Summary 173 Additional Reading 173 Chapter 5 Curriculum Development in the Classroom 175 The Traditional Relationship 175 Two Levels of Classroom Planning

Choices: Learning Theory 183

Teaching With a Cognitive Focus 186

Interaction Patterns in the Classroom 187

Integrative Curriculum in Standards-Based Schools 187

Collaborative Leadership in Curriculum 188
Teachers as Leaders 189
Providing Leadership: Specific Acts 190
Summary 191
Additional Reading 191

Chapter 6 Elemiddle School Programs and Issues 193

The Pre-K–5 Elementary School Program 194
Basis of the Elementary School Curriculum 197
Elementary School History, 198 Expansion and Continued Reforms of Elementary Schools, 199
Organizing the Curriculum 200
Individualizing Instruction in the Elementary Grades, 201 Whole Language Versi
Phonics: A Continuing Debate, 203
Selection of Content 205
Determining Appropriate Elementary School Curriculum Content, 206
Language Arts, 206 Mathematics, 208 Science, 209 Social
Studies, 209 Geography, 210 Health and Physical Education, 211 The Arts, 212
TT 1: A A A A A A A A A A A A A A A A A A
Diverse Needs of Children 213
Children With Attention Deficit Disorder, 213 Children From Impoverished Families, 213 Children From Different Cultures, 214 Children With
Disabilities, 214 Gifted Students, 218 Other Students With Needs, 220
☐ Early Intervention, 221 ☐ Child-Care Programs, 222 ☐ Integrated
Instructional Systems, 222
Learning Styles and Systems 223
Cooperative Learning, 223 Grade-Level Retention, 223
Organization and Grouping in the Elementary School 224
Vertical and Harizantal Organizational Date (CC) 1 1 C1 1 C C CO
Elementary Grouping Strategies, 226
Influence of the Middle School on Elementary Curricula 226
Trends in Elementary Education: Determining What Works 228
The Middle School: Struggling to Survive 231
The Middle School: A Historical Perspective 232
Functions of the Middle School 234
Establishing an Identity for the Middle School 235
The Middle School Student 236
The Middle School Teacher 241
Managing Middle School Programs 242
The Middle School Program: Overview, 244 Balance in the Middle School
Program, 245 Advisory Programs, 247 Physical Education Programs, 248
□ Intramural Programs, 249 □ Exploratory Programs, 249 □ Special Programs,
250 Programs for Students With Special Needs, 250 Guidance 250

Organizing for Instruction in the Middle School 250

Alternative Scheduling Models, 253

In-Service Programs, 254

Comprehensive Planning for Middle Schools: A Review 256

Analysis, 256

Involvement, 256

Commitment, 257

Resources, 258

Personnel, 258

Detailed Planning, 258

Role of Technology, 259

Evaluating the Middle School, 259

New Standards for the Middle School 263

The Middle School as a Part of the Total Curriculum 264

Globalizing the Curriculum 264

Summary 265

Additional Reading 266

Chapter 7 Secondary School and Beyond 267

Historical Development of the Secondary School 267
Reform Movements in Secondary Education 269
Recent Changes in the Secondary School 275
The Changing Curriculum of the Secondary School 277
Third International Mathematics and Science Study (TIMSS), 277

Magnet

Third International Mathematics and Science Study (TIMSS), 277

Magnet and Alternative Schools and Programs, 280

Advanced Placement/International Baccalaureate Programs, 281

Comprehensive School Designs, 282

The Promise of Technology at the Secondary Level, 282 Organizational Practices in the Secondary School 283

Year-Round Schooling, 284

Block Scheduling, 285

Future Directions for the Secondary School 289

A Changing Country in a Changing World 290

Improving Teacher Quality 293

A Closing Note 293

Summary 294

Additional Reading 295

Chapter 8 Technology, Curriculum, and the Future 297

Understanding and Responding 299
Getting Started 304
What Our Schools Are Doing 305
Projections 307
Decline, Attack, and Defection 313
Homeschooling 318
How Public Education Is Responding 319
Putting All This in Perspective 320

Traditional Views of Education, 323

Progressive, Radical, and Postmodern Views of Education, 323

Issues for Curriculum Specialists 325 Summary 325 Additional Reading 325

Chapter 9 Applications and Activities 327

Chapter 1: New Challenges, New Opportunities 327
Chapter 2: Philosophy and Curriculum Design 329
What Is Your Philosophy?, 329 Scoring Steps, 329
Chapter 3: Managing Curriculum Development 333
Chapter 4: New World of Standards-Based Curriculum 335
Chapter 5: Curriculum Development in the Classroom 335
Chapter 6: Elemiddle School Programs and Issues 336

Chapter 7: Secondary School and Beyond 337

Chapter 8: Technology, Curriculum, and the Future 338

Appendixes 341

A Training Paradigm for Curriculum Developers 342

B Partial Listing of Organizations and Associations Affecting United States Education 343

Glossary 347

References 351

Name Index 357

Subject Index 359