Chapter 2: Planning and Organizing for Teaching
After completing chapter 2, students should be able to do the following:

1. Describe the six steps to teaching excellence
2. Define *curriculum* and describe the different kinds of curricula.
3. Describe the backward design model for curriculum design.
4. Differentiate between the initial and continuous phase of *diagnosis*, as well as sources of information for each phase.
Chapter Two Objectives—Continued

5. Identify the sources and tools that can be used in supplying diagnostic information for making educational decisions.

6. Outline and explain the influences of students’ abilities, society issues, the subject structure, and brain research on the school curriculum.

7. List and explain the areas that must be addressed in planning a course for the year.

8. Discuss the changing nature of American classrooms.

9. Explain how technology can be used in the classroom.
Figure 2.1
A Model of Teaching: The model is both sequential and cyclic in nature.
Curriculum

- All Planned and Unplanned Experiences that Children Experience in a School Setting.
- Teachers need to Select Curriculum on both Long-Term and Short-Term Basis.
- Teacher Resources for Curriculum are: State Curriculum Frameworks, District Curriculum Guides and School Guidelines.
Level 1—State Curriculum Planning

1. Identify Philosophy that Guides Curriculum Implementation.
2. Determine Progression of Essential Content Taught.
3. Outline Modifications of Curriculum to Special Populations (e.g. handicapped, gifted, etc.)
Level 2—District Curriculum Planning:
1. Establish Content Goals Keyed to State Guidelines.
2. Determine Appropriate Teaching Activities and Assignment Strategies.
3. Develop Appropriate Curriculum Guides; Set Up Outline for Unit Plans; List and Sequence Major Topics.
Figure 2.2: Levels of Curriculum Planning—Continued

Level 3—Classroom Units and Lesson Plans

1. Establish How Curriculum-Guide Goals are Implemented in the Classroom.
2. Address Topics to be Covered, Materials Needed, Activities to be Used.
3. Identify and Develop Evaluation Strategies.
4. Develop and Identify Adaptations to Special Populations.
Goal of Curriculum Planning

1. Learning and Growth
Formal Curriculum: Intentional Learning Experiences

- Sequence of Courses and Objectives Mandated by the State
- District Curriculum Guides
- Textbooks used in Schools
- Classes Available for Students
Hidden Curriculum:

- Positive and Negative Experiences
- Produces Changes in Students’ Attitudes, Beliefs and Values.
- Reflects Societal Values
- Control Mechanisms and Resources in Schools
Figure 2.3
Backward Design Process

Stage 1: Identify desired results

Stage 2: Determine acceptable evidence

Stage 3: Plan learning experiences and instruction

Effective Instructional Strategies  Chapter 2: Planning and Organizing for Teaching
Curriculum Structure

Two Types of Curriculum Structure:
1. Subject-Centered.
2. Student-Centered.
Subject-Centered Curriculum

- Focus on Subject Matter.
- Centered on Subjects.
- Subject Matter Organized by Teacher before Instruction.
- Emphasis on Facts, Knowledge, and Information.
- Generally Lower-Level Learning.
- Emphasis on Uniformity of Exposure.
- Emphasis on Direct Strategies.
Student-Centered Curriculum

- Centered on Learner Needs.
- Centered on Cooperative Determination of Subject Matter.
- Emphasis on Variability in Exposure to Learning
- Emphasis on Skills.
- Emphasis on Immediate Meanings of Learning.
- Emphasis on Indirect Strategies.
Curriculum Patterns

Figure 2.4
Curriculum Patterns

- Subject-centered
  - Separate-subjects curriculum
- Core curriculum
- Spiral curriculum
- Activity-centered curriculum

Student-centered

Effective Instructional Strategies  Chapter 2: Planning and Organizing for Teaching
Influences on Curriculum Selection

Figure 2.5
Influences on Curriculum Selection

1. Needs of curriculum
2. Needs of society
3. Needs of students
4. Needs of school
5. Curriculum
Initial Diagnosis

- Occurs Prior to the Beginning of School Year.
- Determines Entry Level for Curriculum.
- **Sources of Initial Diagnosis:**
  - Past Coursework.
  - Achievement Test Performance.
  - Students’ Reading Levels.
  - Pre-tests.
  - Other Teachers.
  - Intuition.
Continuous Diagnosis

- Purpose: Match Instruction to Students’ Needs.
- Never Ending Process.
- **Sources of Continuous Diagnosis:**
  - Cumulative Record Folder.
  - Personal Contact.
  - Conferences.
  - Open-Ended Themes and Diaries—Writings.
  - Daily Observations.
  - Reflection.
How the Needs of Society Affect Curriculum

- Foster Basic Skills.
- Intellect and the *Whole Person*.
- Educational Programs in:
  - Citizenship.
  - Consumerism.
  - Global Studies.
  - Career Development.
  - Sex Education.
  - Sensitivity to Others.
How the Needs of Students Affect Curriculum—Continued

- Diversity.
- Mixed-Ability Classrooms.
- **Differentiate** Curriculum: Matching Instruction to the Needs of All Students.
- Differentiating Instruction by **Modifying** the Following:
  - Content.
  - Process.
  - Products.
  - Learning Environment.
How the Needs of Students Affect Curriculum—Continued

- Curriculum Writers should be Aware that it should be Responsive to Students’:
  - Readiness Levels.
  - Interests.
  - Learning Profiles.
How the Needs of Gifted Students Affect Curriculum

- **Curriculum** must be:
  - Rigorous.
  - Challenging.
  - Coherent.
- **Learning Environment** must be:
  - Learner-Centered.
  - Support Choice, Flexibility and Independence.
  - Focus on Complexity.
  - Flexible Grouping.
  - Support Innovation and Exploration.
How Subject Structure Affects Curriculum

• Growing Body of Knowledge Impacts the Curriculum—\textit{What is included OR excluded?}
• Selecting Correct Important Principles.
• Contents of the Basic Core.
• Meeting Needs of Ordinary Person.
Planning a Course for a Year

Answer the Following Questions:

• What Major Topics/Chapters will be Covered? Can You Justify the Selections?

• Should the Class Textbook Content (Chapters) be Supplemented?

• How should the Topics/Chapters be Grouped to Form Units of Study? WHY?

• In what Sequence should the Planned Units be Taught? WHY?

• How much Emphasis should each Unit Receive? How much Time should each Unit Receive?
Remember to:

• Be Flexible

and

• Leave Open Several Weeks at the End of Year
Multi-Cultural Classroom

• Types of Diversity in Classrooms:
  − Ethnic and Racial Diversity.
  − Linguistic Diversity.
  − Variety of Children with Exceptionalities.

• Goals of Multi-Cultural Classroom—Banks (2002):
  − Equity in Education and Opportunity.
  − Build Knowledge, Skills, and Attitudes Needed for People to be Successful in a Diverse Society.
1. Develop an Inclusive Curriculum.
2. Raise Academic Achievement of Minority Groups.
3. Improve Intergroup Relations.
Three Guiding Principles in Multicultural Education

1. Know your Students, students’ families and Communities.
2. Respect your Students.
3. Teach ALL your Students to Read, Write, Speak, Compute, Think, and Create.
Technology in the Classroom

- Integrate Technology Literacy into School Curriculum.
- Take Advantage of Students’ Familiarity with Technology.
- Computer-Based Instruction—CBI—to Support and Enhance Instruction.
- Immediate Access to Information Increases Interest in Content.
- Multi-media Resources Enhance Instruction.
- Repurposing of Preexisting Educational Materials.
- Need for Professional Development.
Based on the reading of this chapter, how would you enrich the content of your textbook to meet student interests?
The End!