

CURRICULUM DESIGN KEY PRINCIPLES

REFERENCE: William, G. (2011) *Principled Curriculum Design*.
SSAT (The Schools Network) Ltd

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A curriculum breathes life into a school's or teacher's philosophy of education; it is purpose enacted. Different philosophies of education – personal empowerment; cultural transmission; preparation for work or preparation for citizenship – place different emphasis on aspects of curriculum design. Curriculum design involves seven key principles which operate in tension with each other.



BALANCED

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.



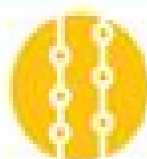
RIGOROUS

Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.



COHERENT

Makes explicit connections and links between the different subjects/ experiences encountered.



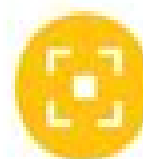
VERTICALLY INTEGRATED

Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.



APPROPRIATE

Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge.



FOCUSED

Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.



RELEVANT

Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.

Guide For Curriculum Design

David Baud



Guide For Curriculum Design:

Curriculum Design Kathleen Wulf, Barbara Schave, 1984 **A Curriculum Design Manual for Theological Education** LeRoy Ford, 2003-02-26 Features of A Curriculum Design Manual for Theological Education A Learning Outcomes Focus by LeRoy Ford Fifteen complete descriptions for courses in various disciplines of theological education All descriptions are in the learning outcomes format A complete set of goals and objectives upon which each chapter is based These statements when combined with the goals and objectives for the manual itself constitute a complete description for a course in Curriculum Design in Theological Education Guidelines for elaborating the essential elements of curriculum design institutional purpose program division and department purposes scope educational goals and objectives for learners multiple contexts methodology and instructional and administrative models Four hundred learning outcomes at the level of meaningful performance An emphasis on making spiritual formation part of every course in the curriculum plan Three essentials for the learning outcomes approach a statement of goals and objectives use of appropriate methods and activities and development and use of appropriate testing and evaluation procedures An emphasis on the multiple contexts which constitute an element of curriculum design Twenty questions which designers must confront in considering the role of affective goals and objectives in curriculum design in theological education Appropriate reader response opportunities The essentials of a core curriculum Glossary of terms used in curriculum design **Handbook of Curriculum Design for Individualized Instruction** Sidney J. Drumheller, 1971 Abstract Precise guidelines for the design and development of individualized instruction curriculum materials from rigorously defined behavioral objectives are presented With the guidelines an educator can identify all objectives appropriate for an instructional unit define a procedure to order the objectives into an educational sequence and determine how to communicate specifications to teachers and curriculum writers The Drumheller Model is based on the Bloom Taxonomy of Educational Objectives Exercises are included

Curriculum Development Bill Boyle, Marie Charles, 2016-06-20 Curriculum and curriculum issues are at the heart of current debates about schooling pedagogy and learning This book will enable practitioners scholars and academics to understand how to re design or to suggest changes to curriculum structure shape and content Grounded in theory and philosophy the book also offers practical help in grasping this controversial area Inside the authors provide practical planning templates support and provoke analysis discussion and experimentation include definitions of key terms and reflective questions incorporate practical examples and case material based on their work worldwide on curriculum design and evaluation **A Teacher's Guide to Curriculum Design for Gifted and Advanced Learners** Tamra Stambaugh, Emily Mofield, 2022-05-17 A Teacher's Guide to Curriculum Design for Gifted and Advanced Learners provides educators with models and strategies they can easily use to create appropriately complex differentiated lessons questions tasks and projects This must have resource for both gifted and regular education teachers Includes specific thinking models for teaching

English language arts social studies and STEM Is ideal for teachers who are looking for ways to differentiate and design lessons for their highest achieving students Provides multiple examples of how to embed complexity within standards based lessons Highlights units and models from Vanderbilt University s Programs for Talented Youth curriculum Helps teachers provide the necessary challenge for advanced learners to thrive The models have been vetted by content experts in the relevant disciplines and were designed to guide students to develop expertise within a discipline Definitions of widely used terms such as depth complexity and abstractness are explained and linked to models within specific content areas to support common understanding and application of schoolwide differentiation strategies **The Primary Curriculum Design**

Handbook Brian Male,2012-02-02 Schools across the world are struggling to balance the statutory requirements of a National Curriculum with their desire to provide the wide engaging and exciting curriculum that they know children need Concerns about standards often lead to a narrowing of the curriculum and many schools lack the confidence and approach to design that would enable them to resolve what seems like an impossible dilemma In this authoritative yet engaging book Brian Male looks at how schools can meet the requirements of a National Curriculum and yet be flexible enough to meet the needs interests and concerns of pupils to be rooted in their lives and localities and to give scope for teachers to use their own creativity The Primary Curriculum Design Handbook is a practical guide on how to design a curriculum that will engage children s interest excite their imaginations and at the same time provide them with the knowledge skills and understanding they need to live successfully in the 21st Century *The Primary Curriculum Design Handbook* Brian Male,2012-02-02

Schools across the world are struggling to balance the statutory requirements of a National Curriculum with their desire to provide the wide engaging and exciting curriculum that they know children need Concerns about standards often lead to a narrowing of the curriculum and many schools lack the confidence and approach to design that would enable them to resolve what seems like an impossible dilemma In this authoritative yet engaging book Brian Male looks at how schools can meet the requirements of a National Curriculum and yet be flexible enough to meet the needs interests and concerns of pupils to be rooted in their lives and localities and to give scope for teachers to use their own creativity The Primary Curriculum Design Handbook is a practical guide on how to design a curriculum that will engage children s interest excite their imaginations and at the same time provide them with the knowledge skills and understanding they need to live successfully in the 21st Century **Curriculum Design** Dr. Rakesh Gupta,2020-09-03 Curriculum Design may be defined as a strategic process of

informed and deliberate construction of learning opportunities to enable learners to achieve the appropriate level and scope of discipline skills knowledge and understanding on completion of a unit of study The curriculum should be broad based so as to accommodate the needs of varied categories of pupils so that they are able to take up subjects and participate in activities according their capacities and interests The book covers Modern Concept of the Curriculum Basic Guideline for Curriculum Construction Contest Selection and Expansion Curriculum Old and New Concepts Mechanics of Curriculum Planning

Undergraduate Preparation of Professional Preparation **Designing and Assessing Courses and Curricula** Robert M. Diamond, 2011-01-13 Designing and Assessing Courses and Curricula reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels This thoroughly revised and expanded third edition of the best selling book positions course design as a tool for educational change and contains a wealth of new material including new chapters case examples and resources

Curriculum Development Jon Wiles, Joseph Bondi, 1998 Appropriate for graduate courses in Curriculum Curriculum Development and Curriculum Design This cutting edge text is a classic for future administrators seeking to prepare graduate and undergraduate students for schools in the next century Practical and applied this text offers a sound curriculum and instruction base emphasizing the development of a total school program for grades K 12 The philosophical approach allows self analysis by providing decisions throughout the book

Curriculum Design for Writing Instruction Kathy Tuchman Glass, 2004-12-09 Replete with strategies examples and reproducibles this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level

A Guide to Curriculum Mapping Janet A. Hale, 2007-12-13 With imagination and serious reflection the author has generated a detailed resource with exercises worksheets staff development activities and sample maps to assist any staff developer or curriculum designer This book particularly connects to those who are at the beginning levels of their mapping journey From the Foreword by Heidi Hayes Jacobs A step by step guide to successful curriculum mapping initiatives While curriculum mapping is recognized as a highly effective method for serving students ongoing instructional needs and creating systemic change the means for putting this data based decision making process into practice may not always be clearly understood This in depth resource speaks to teachers and administrators with varying levels of curriculum mapping experience and describes how teacher groups drive the process by engaging in collaborative inquiry as they review one another s curriculums for gaps redundancies and new learning The collected data assist in designing month to month instructional plans for all grade levels and subjects resulting in a curriculum that is coherent consistent and aligned with standards Drawing on her experience in working with thousands of educators across the country Janet A Hale offers specific steps for coordinating and sustaining strong mapping efforts that become embedded in school culture The author explores the stages of contemplating planning and implementing a curriculum mapping initiative and helps the reader examine critical components that affect a learning organization s progress through each phase The book presents powerful tools and features that significantly enhance curriculum mapping efforts Samples of four types of curriculum maps Diary Projected Consensus and Essential Guidelines for deciding what type of map to use to begin the process Assistance for selecting a Web based mapping system Reflective questions at the end of each chapter A complete glossary of terms A Guide to Curriculum Mapping includes extended coverage of the challenges of curriculum mapping offers encouragement and advice from educators who have successfully implemented a mapping

initiative and provides the necessary clarity to put curriculum mapping into action *Curriculum to Classroom: A Handbook to Prompt Thinking Around Primary Curriculum Design and Delivery* Lekha Sharma, 2020-10-08 Curriculum to Classroom is the ideal book for senior leaders and curriculum leads who are in the process of establishing, refining and reviewing their school curriculum. It provides an overview of the curriculum design and delivery process in the Primary phase in its entirety. It also provides research-based evidence, practical examples and short, medium and long-term solutions for your school in light of the 2014 National Curriculum as well as expert opinions from a number of renowned educators on different elements of the curriculum including creating a powerful and ambitious vision for your school's curriculum, intent, how to promote character development, how best to support and empower subject leads and the fundamental building blocks in terms of implementation of the curriculum. This book will enable you to consider the many facets of curriculum design and support strategic decision making so your curriculum is meeting and exceeding the expectations of the National Curriculum as well as being unique and bespoke to your school community. An easy-to-read handbook to prompt thinking and reflections on your school's curriculum and provide practical tools and strategies to take it forward. **The Secondary Curriculum Design Handbook**

Brian Male, Mick Waters, 2012-12-20 Schools across the world are struggling to balance the statutory requirements of a national curriculum with their desire to provide the wide, engaging and exciting curriculum that they know children need. Concerns about standards often lead to a narrowing of the curriculum and many schools lack the confidence and approach to design that would enable them to resolve what seems like an impossible dilemma. In this authoritative yet engaging book, Brian Male and Mick Waters look at how schools can meet the requirements of a national curriculum and yet be flexible enough to meet the needs, interests and concerns of pupils to be rooted in their lives and localities and to give scope for teachers to use their own creativity. *The Secondary Curriculum Design Handbook* is a practical guide to designing a curriculum that will engage children's interest, excite their imaginations and at the same time provide them with the knowledge, skills and understanding they need to live successfully in the 21st Century. **Ensuring High-Quality Curriculum**

Angela Di Michele Lalor, 2016-11-10 We know that curriculum is the core of the classroom experience but what makes a quality curriculum? How can educators be sure that what they teach is strongly aligned to the specific standards that their district or school has adopted? What kinds of lessons, learning experiences and assessments are most effective and how should they be embedded within the curriculum? You'll find the answers to these and many other questions in this definitive step-by-step guide to curriculum design and evaluation. Drawing from her work with teachers and administrators to facilitate curriculum development, Angela Di Michele Lalor offers targeted advice and real-life examples from elementary and secondary units of study across a variety of content areas and standards as well as field-tested rubrics, protocols and other tools. She provides criteria for evaluating each component of a curriculum and end-of-chapter checklists to help you ensure that the criteria are met. Relevant to anyone who is creating or revising curriculum or evaluating options among published

alternatives Ensuring High Quality Curriculum is a comprehensive and accessible roadmap to developing a solid foundation for teaching and learning and better results in the classroom **A Teacher's Guide to Curriculum Design**, 1983

Curriculum Development Jon W. Wiles, Jon Wiles, Joseph Bondi, 2011 A highly regarded curriculum development text now with a global approach and an increased focus on technology In this re imagined eighth edition of the respected and seminal curriculum development textbook seasoned authors Jon Wiles and Joseph Bondi consider the new global realities of the 21st Century by adding a unique global perspective to the process of curriculum development Ten nations are analyzed and compared in order to better understand common threads and time tested methods for curriculum development and management With the aid of numerous features and activities the text investigates curriculum development by examining value decisions made by leaders in defining education giving readers the opportunity to learn to develop programs for a wide array of purposes In addition to its well known and established focus on the historical and philosophical aspects of curriculum development the revised eighth edition of *Curriculum Development A Guide To Practice* also includes updated chapters on the impact of technology on curriculum work in schools as well as a new chapter on curriculum work in the classroom **Curriculum Development** Dr Jon W Wiles, Joseph C Bondi, 2014-03-20 The new edition of this highly

respected book identifies 25 individual strategies currently used worldwide for promoting educational development strategies that schools districts states and nations will employ in transforming their systems for the new global age While maintaining its established well known focus on historical and philosophical aspects of curriculum development this edition also includes updated chapters on technology the Common Core movement and the curriculum activities of the world s leading nations along with practical applications of these historic and novel principles of curriculum work Dacum R. Lance Hogan, Robert Adams, Luke Steinke, 2020-10 Many trainers and instructional designers often struggle with the connection or lack thereof between the different phases of instructional design We know that analysis is followed by design which is followed by development and implementation and that everything should culminate in an evaluation of the learning One of the many struggles faced however is that most instructional design systems do not make a clear connection between these phases While there are many valid models and concepts when phases are treated as separate entities it tends to increase the amount of time and energy needed to successfully complete each In turn these misunderstandings lead many training and learning professionals to focus on aspects that are less valuable in developing effective training programs Today s training and learning professionals often desire for programs to be created quickly which often leads to designers skipping important steps in developing an effective program Many have asked if this better more efficient way exists The answer is the DACUM System DACUM standing for Develop A Curriculum was developed in 1968 by Robert E Adams and has been successfully implemented by organizations world wide The DACUM System has experienced much success over they ears because unlike other instructional design systems DACUM connects all the phases Not only does the DACUM System connect

all phases of instructional design but it also can be done effectively in significantly less time than traditional instructional design This book specifically focuses on the program curriculum designer s role often referred to as a coordinator within the DACUM system and outlines everything one would need to build an effective DACUM learning program Throughout this book we include specific models illustrations and examples designed to walk potential program designers through the DACUM curriculum design process in greater detail than has ever been provided before Also within the book are strategies and techniques for effectively completing program development grids orienting curriculum committees to the DACUM process creating learning activities designing printed and A V materials organizing Learning Activity Batteries selecting human resources implementing learning evaluating learning program refinement and managing the DACUM learning program

Effective Unit Design for Higher Education Courses Sharon A. Cooper, Siva Krishnan, 2020-05-21 A clear and concise course design is integral to effective student learning in units of study however unit design can be a daunting task for academics Effective Unit Design for Higher Education Courses is a practical resource based on theoretical foundations designed to assist both professional course designers and academics with varied levels of curriculum design and development experience or background in higher education units and courses This book provides a variety of practical advice skills and resources to assist academics in designing curriculum that focuses on enhancing student learning Readers are given a range of evidence based developmental tools that challenge some of the currently accepted conventions behind unit design Appropriate for any skill level this book is designed to provide an accessible and structured process to design or revitalise high quality units of study Chapters cover a range of topics including developing assessment methods strategies for providing feedback and evaluating unit design The book has been structured to follow a design process but as unit design is non linear chapters can be read in any order depending on interest or need An essential guide for curriculum designers of all skill and experience levels this book will appeal to all higher education academics tasked with an aspect of unit design

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Table of Contents Guide For Curriculum Design

1. Understanding the eBook Guide For Curriculum Design
 - The Rise of Digital Reading Guide For Curriculum Design
 - Advantages of eBooks Over Traditional Books
2. Identifying Guide For Curriculum Design
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Guide For Curriculum Design
 - User-Friendly Interface
4. Exploring eBook Recommendations from Guide For Curriculum Design
 - Personalized Recommendations
 - Guide For Curriculum Design User Reviews and Ratings
 - Guide For Curriculum Design and Bestseller Lists
5. Accessing Guide For Curriculum Design Free and Paid eBooks

- Guide For Curriculum Design Public Domain eBooks
- Guide For Curriculum Design eBook Subscription Services
- Guide For Curriculum Design Budget-Friendly Options
- 6. Navigating Guide For Curriculum Design eBook Formats
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- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Guide For Curriculum Design
 - Highlighting and Note-Taking Guide For Curriculum Design
 - Interactive Elements Guide For Curriculum Design
- 8. Staying Engaged with Guide For Curriculum Design
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Guide For Curriculum Design
- 9. Balancing eBooks and Physical Books Guide For Curriculum Design
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Guide For Curriculum Design
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Guide For Curriculum Design
 - Setting Reading Goals Guide For Curriculum Design
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Guide For Curriculum Design
 - Fact-Checking eBook Content of Guide For Curriculum Design
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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