

Curriculum Development

FEATURES OF A CURRICULUM

Who Teaches – The teacher	Who do the Teachers teach – The learners	What do the Teachers teach – Knowledge, Skills and Attitude (Values)
How do the Teachers teach – Strategies and Methods	How much of the teaching was Learned - Performance	With whom do we Teach – Community Partners

TYPES OF CURRICULUM

Recommended	Written	Taught	Supported
<ul style="list-style-type: none"> Proposed by scholar and professional organizations (DepEd, CHED, DOST) 	<ul style="list-style-type: none"> Appear in school, district, division or country documents (Syllabi) Made by curriculum experts with the participation of teachers. Ex: BEC and written lesson plan made up of objectives and planned activities of the teachers. 	<ul style="list-style-type: none"> These are what teachers implement or deliver in the classrooms or school. These are varied activities that are implemented in order to arrive at the objectives or purposes of the written curriculum. Used by learners with guidance of teachers. Varies according to the learning styles of students and the teaching styles of teachers. 	<ul style="list-style-type: none"> From resources such as textbooks, computers, audio-visual materials which support and help in the implementation of the curriculum.

Assessed

- Tested and evaluated
- At the end of the teaching process, series of evaluations is done by the teachers to determine the extent of learning or to tell if the students are progressing.
- Pencil and paper tests, portfolio

Learned

- What students actually learn and what is measured
- Refers to the learning outcomes achieved by the students
- Learning outcomes are indicated by the results of the tests and changes in behavior (Cognitive, Affective, Psychomotor)

Hidden

- Unintended curriculum
- Not deliberately planned but may modify behavior or influence learning outcomes.
- Peer influence, school environment, physical condition, teacher-learner interaction, mood of the teachers may make up hidden curriculum.

CURRICULUM APPROACHES

Behavioral	Managerial	Systems	Humanistic
<ul style="list-style-type: none"> Curriculum is usually based on a blueprint Blueprint: goals and objectives are specified; contents and activities are arranged to match with the learning objectives. 	<ul style="list-style-type: none"> The principal is the curriculum leader and at the same time instructional leader, who is supposed to be the general manager. General managers set the policies and priorities 	<ul style="list-style-type: none"> Parts of the total school district are determined in terms of how they relate to each other. Ex: Organizational chart – shows the line-staff relationships of personnel and how 	<ul style="list-style-type: none"> Considers the formal or planned curriculum and the informal or hidden curriculum Considers the whole child and believes that in a curriculum, the total development of the



<ul style="list-style-type: none"> • Begins with educational plans that start with the setting of goals or objectives as these are important ingredients in curriculum implementation for evaluating the learning outcomes as a change of behavior. The change of behavior indicates the measure of the accomplishment. 	<p>and establishes the direction of change and innovation and plans and organizes curriculum and instruction.</p> <ul style="list-style-type: none"> • Less concerned about the content that about organization and implementation • Curriculum managers look at curriculum changes and innovations as they administer the resources and restructure the schools. 	<p>decisions are made.</p>	<p>individual is the primary consideration</p> <ul style="list-style-type: none"> • Learner is at the center of the curriculum.
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Principles of Curriculum Design

SCOPE	BALANCE	ARTICULATION
Coverage of the curriculum. Depth and breadth of the curriculum. Includes time, diversity and maturity of the learners.	Content should be fairly distributed in depth and breadth of the particular learning area or discipline to ensure that the level will not be overcrowded or less crowded.	Each subject matter is smoothly connected to the next, glaring gaps and wasteful overlaps in the subject matter will be avoided.
SEQUENCE	INTEGRATION	CONTINUITY
Logical arrangement of the subject matter. Deepening and broadening of content as it is taken up in the higher levels.	Horizontal connections are needed in subject areas that are similar so that learning will be related to one another and will help learners get a unified view of reality and outlook in life.	Constant repetition, review and reinforcement of learning.

CURRICULUM DESIGN MODELS

<p>SUBJECT-CENTERED DESIGN</p> <p>Focuses on the content of the curriculum</p>	<p>Subject Design</p> <ul style="list-style-type: none"> • Easy to deliver, has complementary books written, and available support materials. • Learning is compartmentalized: stresses the content so much that it forgets about students' natural tendencies, interests and experiences.
	<p>Discipline Design</p> <ul style="list-style-type: none"> • Focuses on academic discipline • Often used in college
	<p>Correlation Design</p> <ul style="list-style-type: none"> • Comes from a core, correlated curriculum designs that link separate subject designs in order to reduce fragmentation. • Subjects are related to one another, but each subject maintains its identity.
	<p>Broad Field Design (Interdisciplinary)</p> <ul style="list-style-type: none"> • Variation of the subject-centered design. • Made to prevent the compartmentalization of subjects and integrate the contents that are related to each other. • Sometimes called "holistic curriculum" because it draws around themes and integration.
<p>LEARNER-CENTERED DESIGN</p> <p>Learner is the center of the educative process</p>	<p>Child-centered Design</p> <ul style="list-style-type: none"> • Anchored on the needs and interest of the child. • Learners interact with the teachers and the environment, there is a collaborative effort on both sides to plan lessons, select content, and do activities together. • Learning is the product of the child's interaction with the environment. <p>Experience-centered Design</p>



	<ul style="list-style-type: none">• Believes that the interests and needs of the learners cannot be pre-planned. Experiences of the learners become the starting point of the curriculum.• Learners are made to choose from various activities that the teacher provides. The learners are empowered to shape their own learning from the different opportunities given by the teacher.
	Humanistic Design <ul style="list-style-type: none">• The development of self is the ultimate objective of learning.• Stresses the whole person and the integration of thinking, feeling and doing. It stresses the development of positive self-concept and interpersonal skills.
PROBLEM-CENTERED DESIGN Draws on social problems, needs, interests and abilities of the learners	Life Situations Design <ul style="list-style-type: none">• Contents are organized in ways that allow students to clearly view problem areas.• Uses the past and present experiences of learners as a means to analyze basic areas of living.
	Core Design <ul style="list-style-type: none">• Focuses on general education, and the problems are based on common human activities. It includes common needs, problems and concerns of the learners.