

# Curriculum Goals, Objectives, and Products

**After studying this chapter  
you should be able to:**

1. Distinguish between goals and objectives.
2. Distinguish between aims of education and curriculum goals and objectives.
3. Distinguish between curriculum goals and objectives and instructional goals and objectives.
4. Specify and write curriculum goals.
5. Specify and write curriculum objectives.
6. Construct a curriculum guide.
7. Construct a resource unit.
8. Identify sources of curriculum materials.

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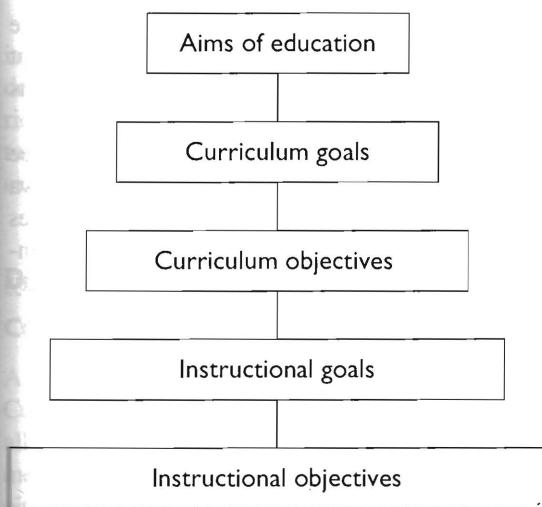
## HIERARCHY OF OUTCOMES

Following the model for curriculum improvement suggested in Chapter 5, let's see how far we have come. We have:

- analyzed needs of students in general in society
- analyzed needs of American society
- reviewed aims of education and affirmed those with which we are in agreement
- written a philosophy of education
- initiated a needs assessment by surveying needs of students in the community and school and by surveying needs of the community
- conducted a needs assessment and identified unmet needs

All of these steps are a prelude to the next phase. They provide a framework; they set the stage. They furnish data that are vital to making curricular decisions. The planning of the curriculum is now about to begin.

In Chapter 6 you encountered the terms “aims of education,” “curriculum goals,” “curriculum objectives,” “instructional goals,” and “instructional objectives” as used in this text. We discussed a hierarchy of purposes of education from the broadest to the narrowest. Let's review that hierarchy; it is essential both to this chapter on



**FIGURE 8.1**  
**Hierarchy of Outcomes**

curriculum goals and objectives and to Chapter 10 on instructional goals and objectives. We might chart this hierarchy as shown in Figure 8.1.<sup>1</sup>

### Aims, Goals, and Objectives

Sometimes it seems as if the educational literature is surfeited with discussions of aims, goals, and objectives. Several problems can be found if we research the literature on aims, goals, and objectives. First, aims of education are often equated with goals, and in a lexical sense, of course, they are the same. Many years ago John W. Gardner, in *Goals for Americans*, was describing aims of education when he wrote:

Our deepest convictions impel us to foster individual fulfillment. . . . Ultimately, education serves all of our purposes—liberty, justice, and all our other aims—but the one it serves most directly is equality of opportunity.

[The] . . . tasks of producing certain specially needed kinds of educated talent . . . should not crowd out the great basic goals of our educational system: to foster individual fulfillment and to nurture the free, rational and responsible men and women without whom our kind of society cannot endure.<sup>2</sup>

In this case the problem of equating aims of education with goals is minor because Gardner communicates to the reader that he is consistently discussing broad goals or aims. The problem arises when discussions of aims, curriculum goals and objectives, and instructional goals and objectives are intermingled. There is little difficulty when a single meaning for a term is used in a single context or when an author clearly defines how he or she uses a term. That, however, does not always happen.

Second, the terms “educational goals” and “educational objectives” are used in the profession with varying meanings. Some use these terms in the same way other people speak of aims of education or educational aims. Some perceive educational goals as curriculum goals and educational objectives as curriculum objectives. Some substitute educational goals for instructional goals and educational objectives for instructional objectives.

Third, as we shall see in examples of school statements of goals and objectives, goals are equated with objectives, and the terms are used synonymously. However, if we believe what we read, there are two entities—one called goals and another, objectives—because numerous schools have prepared statements of both goals and objectives.

Some writers have used the terms “goals” and “objectives” interchangeably, as we can see from the writings of some early proponents of behavioral objectives. W. James Popham and Eva L. Baker wrote: “We have given considerable attention to the topic of instructional objectives because they represent one of the most important tools available to the teacher. . . . There is undoubtedly a positive relationship between a teacher’s clarity of instructional goals and the quality of his teaching.”<sup>3</sup> Robert F. Mager, in his popular work on instructional objectives, commented:

An instructor . . . must then select procedures, content, and methods that . . . measure or evaluate the student’s performance according to the objectives or goals originally selected. . . . Another important reason for stating objectives sharply relates to the evaluation of the degree to which the learner is able to perform in the manner desired. . . . Unless goals are clearly and firmly fixed in the minds of both parties, tests are at best misleading.<sup>4</sup>

The widely followed taxonomies of educational objectives bear the subtitle *The Classification of Educational Goals*.<sup>5</sup> In some of the literature goals are objectives and vice versa. That is not the case in this textbook, as you will see.

Fourth, some curriculum specialists do not distinguish curriculum goals and objectives from instructional goals and objectives, or they use these two sets of terms synonymously. If curriculum and instruction are two different entities—the position taken in this text—curriculum goals and objectives are different from instructional goals and objectives. Only if we choose a curriculum-instruction model in which the curriculum and instruction are mirror images can curriculum goals and objectives be identical to instructional goals and objectives. This text, however, presents the view that the two are separate but related entities.

These observations are not meant to criticize the positions, definitions, or approaches of other curriculum specialists, nor to hold that the definitions given in this text are the “right” or only ones. As Decker F. Walker aptly stated in an enlightened discussion of writings on curriculum:

Curriculum clearly is an iffy subject. It belongs to Aristotle’s “region of the many and variable” where certain knowledge is not possible, only opinion—multiple and various, more or less considered, more or less adequate, but never clearly true or false.<sup>6</sup>

Mary M. McCaslin spoke in a similar vein when she said:

We all live in glass houses. None of us can afford glib dismissal of alternative conceptions any more than we can afford to be noncritical or nonreflective about our own work.<sup>7</sup>

Our remarks about the differences in the use of curriculum terms convey, as mentioned in Chapter 1, that the language of curriculum is somewhat imprecise and can lead to confusion. Curriculum specialists, unfortunately, do not agree among themselves on terminology. To add to the confusion and complexity of curriculum development, curriculum planners extend the language beyond *philosophy, goals, and objectives* to *mission or vision statements; frameworks; learning, content, program, or performance standards; program descriptors; and benchmarks*. As a result, the practitioner who seeks to carry out curriculum development following principles established by the experts must first understand the contexts within which they appear.

In this text we have made distinctions between curriculum goals and objectives and instructional goals and objectives to help practitioners facilitate the natural flow of curriculum development from general aims of education to precise instructional objectives. Specifying curriculum goals and objectives, then, is viewed as an intermediate planning step between these two poles. First, let's define the terms *curriculum goals* and *curriculum objectives*, present some examples, and then develop some guidelines for writing them.

## DEFINING GOALS AND OBJECTIVES

### Curriculum Goals

A *curriculum goal* is a purpose or end stated in general terms without criteria of achievement. Curriculum planners wish students to accomplish the goal as a result of exposure to segments or all of a program of a particular school or school system. For example, the following statement meets this definition of a curriculum goal: "Students will demonstrate responsible behavior as citizens of our school, community, state, nation, and world."

We have already seen examples of curriculum goals in Chapter 3. The Seven Cardinal Principles—health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character—are examples of curriculum goals, albeit in a form of shorthand.<sup>8</sup> The Commission on the Reorganization of Secondary Education could have expanded these principles into forms like the following:

- The school will promote the physical and mental health of the students.
- Students will achieve a command of the fundamental processes.
- A goal of the school is to foster worthy home membership.

The Ten Imperative Needs of Youth, listed by the Educational Policies Commission, is a set of curriculum goals that, as noted earlier, included such goals such as learning useful skills, maintaining physical fitness, recognizing the importance of emotional well-being, practicing civic and social responsibility, valuing family and consumer sciences, providing relaxation time, and prioritizing values education and core academics, such as art, literature, music, language arts skills, and the physical sciences.<sup>9</sup>

At an earlier time the Educational Policies Commission pointed to four purposes or aims of education in American democracy. It identified these aims as self-realization, human relationships, economic efficiency, and civic responsibility.<sup>10</sup> These purposes might be modified by a particular school or school system and turned into curricular goals, stated in a variety of ways, for example:

- The school's program provides experiences leading to self-realization.
- Our school seeks to promote human relationships.
- A goal of the school is development of skills of learners that will lead to their country's and their own economic efficiency.
- Students will develop a sense of civic responsibility.

Many variations are used for expressing these four purposes. This chapter will later present a preferred form for writing goals and objectives. For now, these four goals are shown as examples of substance, not of form.

Aims of education can become curriculum goals when applied to a particular school or school system. The distinction drawn between aims of education and curriculum goals is one of

generality (or looking at it from the other end of the telescope, specificity). “To transmit the cultural heritage” and “to overcome ignorance” are aims of all school programs. No single program or school can accomplish these extremely broad purposes. A school can, of course, contribute to transmitting the cultural heritage and to overcoming ignorance; stated with those qualifications, educational aims can become curriculum goals. The expression “to contribute to the physical development of the individual” can be both an educational aim of society and a curriculum goal of a particular school or school system.

### **Curriculum Objectives**

Curriculum goals are derived from a statement of philosophy, defined aims of education, and assessment of needs. From curriculum goals, we derive curriculum objectives. We may define a curriculum objective in the following manner: A *curriculum objective* is a purpose or end stated in specific, measurable terms. Curriculum planners wish students to accomplish it as a result of exposure to segments or all of a program of the particular school or school system.

The following example of a curriculum goal has already been presented: “Students will demonstrate responsible behavior as citizens of our school, community, state, nation, and world.” From that curriculum goal the following curriculum objectives are among those that could be derived:

- One hundred percent of the students will volunteer to participate in some form of community service.
- One hundred percent of the students will help raise funds and/or collect and ship supplies needed by those in the United States devastated by floods, hurricanes, tornadoes, or other calamities of nature.
- Ninety percent of the students will be able to name the candidates running for the state senate and the state assembly from their district. They will be able to identify the candidates for the principal state executive offices. They will also identify the political party affiliation of the candidates.
- Ninety percent of the students will be able to identify their current U.S. senators and their representative to the U.S. House of Representatives. They will also identify the political parties of these officeholders.
- Ninety percent of the students will participate in some project that can increase international understanding, such as contributing to UNICEF; writing to pen pals overseas; or donating money, food, or clothing to victims of earthquakes, tsunamis, or other natural disasters abroad.

Note how the curriculum objectives refine the curriculum goal. Many curriculum objectives can emanate from the same curriculum goal. When we reach Chapter 10 you will see that some of the foregoing curriculum objectives referring to accomplishments of groups of students will become instructional objectives referring to accomplishments of individual students—for example, identifying candidates for office.

### **LOCUS OF CURRICULUM GOALS AND OBJECTIVES**

As the statements of the Seven Cardinal Principles and the Ten Imperative Needs of Youth demonstrate, curriculum goals are periodically written on a national basis by individuals and groups as proposals for consideration by schools throughout the country. However, curriculum objectives, as just defined, are too specific to emanate from national sources.

Curriculum goals and objectives are regularly written at the state, school-district, and individual-school level with the expectation that they will be followed within the jurisdiction of the respective level. State pronouncements apply to all public schools in the state; school-district statements apply districtwide; and individual school specifications, schoolwide.

For the most part, curriculum goals and objectives developed at any level cut across disciplines. A school's statement of curriculum goals and objectives, for example, applies generally throughout the school. It is possible, however, for grades and departments to develop curriculum goals and objectives that do not apply generally throughout the school or subject area.

Let us suppose, by way of example, that the following statement is a curriculum goal of the school: "All children need to develop skill in working with numbers." The fourth-grade teachers could create a grade-level goal by simply reiterating the school goal as "Fourth-graders need to develop skill in working with numbers." On the other hand, the fourth-grade teachers might choose to interpret the school's curriculum goal and create a grade-level curriculum objective, as follows: "This year's fourth-graders will excel last year's by an average of five percentile points on the same math achievement test."

Another example of a schoolwide curriculum goal is "Students will improve their scores on state assessment tests." One of the school's curriculum objectives derived from this goal might be "At least eighty-five percent of the students will achieve passing scores on the statewide assessment tests." The eleventh-grade faculty might set as its objective: "Ninety percent of the juniors will pass the state assessment test this year."

We encounter a similar case with a twelfth-grade faculty when the school seeks to accomplish the following curriculum goal: "Students will develop self-discipline and self-reliance." A twelfth-grade faculty might spell out the following curriculum goal: "Seniors will demonstrate skills of independent study." The twelfth-grade teachers might be more specific by following up this curriculum goal with a curriculum objective, as follows: "At least seventy percent of the seniors will seek to improve their self-discipline, self-reliance, and self-study techniques by engaging in independent research projects at least one period (fifty-five minutes) of the school day three times a week."

Middle school teachers of physical education and health might consider the school's curriculum goal, "Students will practice healthy living habits," and draw curriculum objectives such as "One hundred percent of the students will develop the ability to distinguish healthful foods," or "All students will develop the habit of customarily choosing healthful over unhealthful foods."

In all cases, the grade or departmental and school's curriculum goals and objectives must be compatible with the district's, and both an individual school's and the district's curriculum goals and objectives must be coordinated with those of the state.

## **State Curriculum Goals and Objectives**

States today, through their boards or departments of education, exert increasing leadership by promulgating statements of curriculum goals and, to a greater degree in recent years, statements of the aforementioned mission or visions, frameworks, standards or objectives, descriptors, and benchmarks. In an early document the state of Florida offered some useful advice on how to conceptualize educational goals:

The goals of education can be conceived in terms of the life activities of human adults in modern society. These activities may generally be placed in three categories: occupational, citizenship, and self-fulfillment. By constructing such a framework, it becomes possible to state the kinds of performance which should equip adults to function effectively in society—the *objectives* of education.<sup>11</sup>

Reflecting changes in society; the global economy; the changing nature of the student clientele; competition public schools face from home, private, and charter schools; the issuance of vouchers to private and parochial schools; and national efforts such as America 2000, Goals 2000: The Educate America Act, the No Child Left Behind Act of 2001, and the American Recovery and Reinvestment Act of 2009, states have launched reform efforts that have extended from the mid- to late-1990s to the present.

## STATE CURRICULUM GOALS

Some states have drafted statements of curriculum goals that cut across disciplines as well as within disciplines. Others have concentrated on goals within subject fields. Kentucky, for example, set forth six general learning goals, as shown in Box 8.1. The Kentucky Department of Education notes that learning goals three and four are not included in the state's academic assessment program.

Still other states accept national goals essentially as written and may or may not add to those goals. Ohio, for example, adopting national goals in 1998, added the goal "Every Ohio adult [will be] literate and able to compete in the workforce."<sup>12</sup>

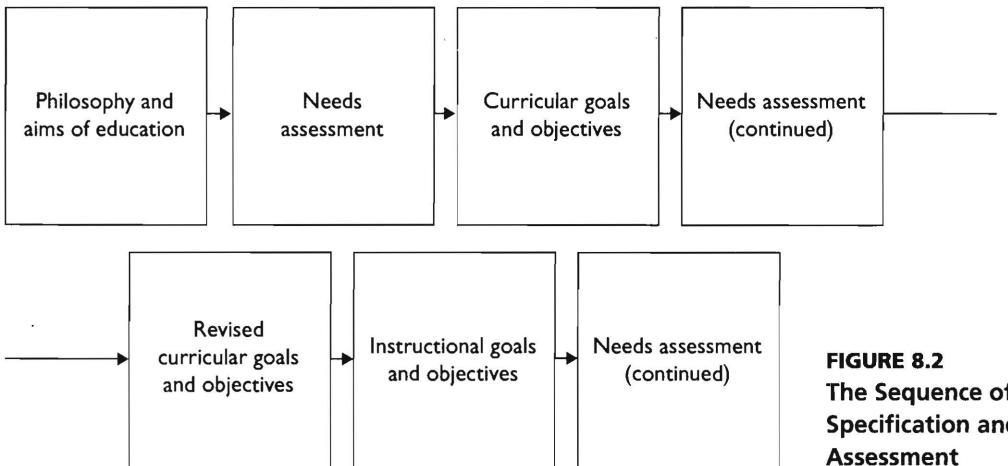
In Chapter 7 we spoke to the timing of needs assessment and goal specification: "A needs assessment is a continuing activity that takes place (a) before specification of curricular goals and objectives, (b) after identification of curricular goals and objectives, (c) after evaluation of instruction, and (d) after evaluation of the curriculum." To clarify the sequence of goal writing and needs assessment, we may refer to Figure 8.2.

Once curriculum goals and objectives have been spelled out, the needs assessment process attempts to determine unmet needs. Once identified, these needs will result in the creation of more curriculum goals and objectives or a modification of those already specified.

### BOX 8.1 Kentucky's Learning Goals

1. Students are able to use basic communication and mathematic skills for purposes and situations they will encounter throughout their lives.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
3. Students shall develop their abilities to become self-sufficient individuals.
4. Students shall develop their abilities to become responsible members of family, work group, or community, including demonstrating effectiveness in community service.
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

*Source:* Kentucky Department of Education, *Learning Goals and Academic Expectations*. Copyright © Kentucky Department of Education: Website: state.ky.us, accessed April 24, 2003. Used with permission of the Kentucky Department of Education, Frankfort, Kentucky 40601. Revisited April 11, 2011, at Website: education.ky.gov/KDE/Instructional%20Resources/Curriculum%20Documents%20and%20Resources/Academic%20Expectations.



**FIGURE 8.2**  
**The Sequence of Goal Specification and Needs Assessment**

In summary, a state may formulate both broad aims and curriculum goals (and in some cases curriculum objectives, instructional goals, and instructional objectives as well—a depth of state planning and control decried by many curriculum workers) for all schools and all students in that state.

## SCHOOL-DISTRICT CURRICULUM GOALS

In practice, school districts and individual schools may accept the state's formulation of goals and objectives verbatim or, if the state permits, may independently develop their own statements. In either case, however, the statements of the school districts and individual schools must be in harmony with those of the state. Box 8.2 presents a sampling of a large urban school district's statement of curriculum goals, based on those of the St. Louis, Missouri, Board of Education.

### BOX 8.2 Sampling of Curriculum Goals for the St. Louis Public Schools



- 1. Thinking Skills:** Provide experiences for students to think intellectually; to use and critically assess knowledge; to value intellectual activity; and to expect, understand, and appreciate change and growth in society.
- 2. Emotional Intelligence:** Enhance emotional and physical health; recognize the need for leisure time; set goals; and develop career planning, creativity, and citizenship.
- 3. Social Skills:** Nurture an understanding of and regard for family, community, and the history of one's community, and a knowledge of geography and demography.
- 4. Communication Skills:** Help students to create, receive, comprehend, and apply all types of information; to communicate through words and numbers in English and other languages; to exchange concepts; and to research and store information.

*Source:* Based on Curriculum Goals of the St. Louis, Missouri, Public Schools, Website: [sab.slps.org/Board\\_Education/policies/6141.html](http://sab.slps.org/Board_Education/policies/6141.html). Policy adopted June 26, 1990, revised December 7, 1999, accessed April 11, 2011.



### BOX 8.3 Middle School Student Improvement Goals

- ***Reading Achievement Goal.*** By the spring of 2012, 82% of our middle school students will pass the reading assessment units as measured by the state basic standards test and the unit scores from the district-adopted reading curriculum.
- ***Math Achievement Goal.*** By the spring of 2012, 75% of our middle school students will pass the math assessment units as measured by the state basic standards test and the unit scores from the district-adopted math curriculum.
- ***Writing Achievement Goal.*** By the spring of 2012, 65% of all students in grade seven will meet or exceed state writing requirements as measured by the state basic standards test in school years 2010-2015.

*Source:* Based on Student Improvement Goals of Lewis and Clark Middle School, Yakima, Washington. Website: schools.yakimaschools.org/education/school/school.php?sectionid=18, accessed April 11, 2011.

## INDIVIDUAL SCHOOL CURRICULUM GOALS AND OBJECTIVES

Not only do the states and school districts establish curriculum goals and objectives, but the individual schools also enter into the process by specifying their own philosophy, goals, and objectives. An example of a middle school's goals for student improvement, modeled on a statement of those of Lewis and Clark Middle School in Yakima, Washington, is shown in Box 8.3. You will note that what this illustration refers to as student improvement goals, other schools would term curriculum objectives.

Although the illustrations of curriculum goals and objectives cited in this chapter follow different formats, they serve as examples of the step in the planning process that calls for the specification of curriculum goals and objectives.

## CONSTRUCTING STATEMENTS OF CURRICULUM GOALS

The examples of curriculum goals demonstrate a variety of forms of expression. Some schools phrase their goals in a way that stresses the role of the curriculum or of the school, like the following examples:

- To teach students to express themselves clearly and correctly in written and oral English.
- To develop the students' abilities to purchase goods and services wisely.
- To help students develop respect for cultures other than their own.

Although an expression that stresses the role of the school is common, an alternate form that focuses on the students seems preferable for a number of reasons:

1. Philosophically, this form is more in keeping with progressive doctrine, which places the pupil at the center of learning—a sound principle.
2. It is in keeping with modern instructional design, which focuses on the achievements of the learner rather than on the performance of the teacher or school.
3. It parallels common practice, as we shall see in Chapter 10, in writing instructional goals and objectives. Thus, curriculum goals may be better understood and the process of curriculum development better integrated.
4. It is easier to design evaluation processes when we know what is expected in terms of student achievement.

Writing curriculum goals in a form that starts with the students, we might revise the preceding illustrations in the following manner:

- Students will express themselves clearly and correctly in written and oral English.
- Students will demonstrate the ability to purchase goods and services wisely.
- Students will show interest in and understanding of cultures other than their own.

## **Characteristics of Curriculum Goals**

The characteristics of curriculum goals as conceptualized in this text may be summarized as follows:

1. They relate to the educational aims and philosophy.
2. They are programmatic. Although they speak to one or more areas of the curriculum, they do not delineate the specific courses or specific items of content.
3. They refer to the accomplishment of groups (all students, students in general, most students) rather than the achievement of individual students.
4. They are broad enough to lead to specific curriculum objectives.

## **CONSTRUCTING STATEMENTS OF CURRICULUM OBJECTIVES**

Like curriculum goals, curriculum objectives relate to the educational aims and philosophy of the school, are programmatic in nature, and refer to accomplishments of groups. Unlike curriculum goals, curriculum objectives are stated in specific terms.

### **Characteristics of Curriculum Objectives**

Curriculum objectives are refinements of the curriculum goals. They specify performance standards for the students for whom the curriculum is designed. We can turn a curriculum goal into a curriculum objective by adding the following three elements, which we will meet again when discussing instructional objectives:

1. performance or behavioral terms—that is, those skills and knowledge the students are expected to be able to demonstrate
2. inferred or precise degree of mastery
3. conditions under which the performance will take place, if not readily understood

To accomplish the transition from curriculum goal to curriculum objective, you may find it helpful to jot down several indicators of student performance that will serve as guides for writing the objectives. Let's take another look at the illustrative curriculum goal mentioned earlier: "Students shall demonstrate responsible behavior as citizens of our school, community, state, nation, and world." What are some indicators of learner performance that would reveal evidence of students' accomplishment of this goal? We might look for such behaviors as the following:

- care of school building and grounds
- less bullying, both contactual and electronic
- less fighting among students
- expressions of mutual respect among ethnic groups
- orderliness in school assemblies
- participation in community youth organizations such as church groups, scout groups, and the like

- refraining from littering the school and community
- serving on committees of the school
- observing highway speed limits
- cooperation among students in inclusive classes
- taking an interest in local, state, and national elections
- engaging in discussions on ways to reduce international tensions

We can turn the first performance indicator—care of the school building and grounds—into a curriculum objective, such as “Students will demonstrate a reduction in the amount of graffiti on the walls.” We can add a degree of mastery to the objective and create an assessment item, with a time element and a measurement dimension, such as *“By the end of April, students will demonstrate a ninety-five percent reduction in the amount of graffiti on the walls.”* From the one curriculum goal on good citizenship we can generate many curriculum objectives, and from the first performance indicator alone we can create a number of objectives.

We should take note of the fact that Theodore R. Sizer presented a different approach toward specifying curriculum objectives. At the fictitious Franklin High School that Sizer referred to as *Horace’s School*, the “Committee’s Report” cast curriculum objectives (which the “Committee” called “specific goals”) into an authentic assessment framework. Said the “Committee,” “We believe that our school should be driven by specific goals in the form of Exhibitions through which the students can display their grasp and use of important ideas and skills. The school’s program would be to the largest practical extent the preparation for these Exhibitions.”<sup>13</sup>

Explaining U.S. Supreme Court decisions, preparing nutritious menus for the school cafeteria, preparing a portfolio on a human emotion, completing an IRS Form 1040, drawing a map of the United States and placing a dozen states on it, and running a community service program are examples of Exhibitions possible at Horace’s School.<sup>14</sup> In this context curriculum objectives are equated with Exhibitions, tasks by which students demonstrate achievement through performance.

Followers of outcomes-based education specify curriculum objectives in the form of expected outcomes to be achieved by the learners.<sup>15</sup> The generation of curriculum goals and objectives is a highly creative exercise. Curriculum planners will approach the specification of curriculum goals and objectives in their own style, remembering that curriculum goals and objectives set the direction for the subsequent organization and development of the curriculum and that the curriculum goals and objectives determine the activities that will take place in the many classrooms of the school.

In the discussions of statements of philosophy, aims, standards, goals, and objectives in this text, you have seen variation in styles and approaches among school systems from state to state and even within states. From inspecting examples from various school systems throughout the country we can conclude:

- First, a great deal of thought plus an intimate knowledge of the students and community have gone into the statements; and
- Second, because of advancements in communication and pressures from state and national levels the variations among statements are less than might be expected (or preferred by some curriculum experts).

## VALIDATING AND DETERMINING PRIORITY OF GOALS AND OBJECTIVES

As stated earlier, the assessment of curriculum needs is a continuing process that starts after a school formulates its philosophy and clarifies its aims of education. The needs of society;

of students in general; and of the particular students, community, and subject matter give rise to initial statements of curriculum goals and objectives. After these goals and objectives have been identified, the needs assessment process is continued to determine if any needs have not been met. When unmet needs are exposed, a revised list of curriculum goals and objectives is prepared. These goals and objectives require validation and placement in order of priority.

*Validation* is the process of determining whether the goals and objectives are accepted as appropriate or "right" for the school (or school system, if conducted on a systemwide level) proposing them. *Determining priority* is the placing of the goals and objectives in order of relative importance to the school. Groups concerned with the progress of the school should be enlisted to help identify suitable goals and objectives and to set priorities.

Some schools seek to validate both goals and objectives; others limit the process to validating goals on the presumption that once the goals are identified, a representative committee can handle the task of making the goals specific—that is, turning them into objectives.

## Function of Curriculum Committee

The validation process, whether carried out by the state, district, or school, assumes the formation of a curriculum committee or council charged with the task. The curriculum committee will submit the goals by means of a questionnaire or opinionnaire to groups who are concerned with the progress of the school(s).

Submitting curriculum goals and any already identified curriculum objectives to a broad sampling of groups—laypersons (including parents), students, teachers, administrators, and curriculum experts (on the staffs of public school systems or on the faculties of teacher education institutions)—is good practice. The effort should be made to learn whether there is widespread acceptance of the goals formulated by the curriculum planners and what the groups' priorities are. Curriculum objectives that are developed after a broad sampling of opinion has been gathered can be submitted to either a more limited sampling of the same groups or to the curriculum committee for validation and ranking.

Data should be gathered and interpreted, preferably by a curriculum committee representative of the various groups polled. Such a committee will be called on to make judgments that will tax its collective wisdom. It cannot treat the data in a simplistic fashion, tallying responses from all groups, and simply following the majority's opinions. It needs to analyze differences of opinion, if any, among the various groups surveyed and discuss the differences among themselves and with members of the various groups.

**WEIGHING OPINIONS.** As a general rule, the wishes of students, for example, should not hold the same priority as the beliefs of parents and other laypeople. The opinions of groups small in number, such as curriculum specialists or college professors, cannot be treated in the same light as the attitudes of large numbers of residents of the community. For that matter, the opinions of a few school administrators should not be given, simply because of their status, as great a weight as those of large numbers of teachers and parents.

Because the committee interpreting the data may not find consensus on goals and objectives among the various groups, it has the responsibility of reconciling differing positions and reaching consensus among its own members. Drawing on the opinions of the groups that have been polled, the curriculum committee must decide which goals are valid and which should be assigned priority. To set priorities is to say that some goals are more important than others and deserve more attention and emphasis in the curriculum.

It is clear that the goals of a state, district, or school should be submitted for validation and ranking by sizable numbers of educators and non-educators. It is debatable, however, whether curriculum goals and objectives of grades or departments need or should be submitted to persons beyond the school or school-district personnel. It would be somewhat impractical, redundant, expensive, and time consuming for curriculum goals and objectives of the grades and departments to be submitted to significant numbers of the school system's constituents. The faculties of the grade and department levels may satisfy their responsibilities for validation and ranking of goals and objectives by submitting their statements to the curriculum committee and to experts in the field for review and endorsement.

The process of validation and determining priorities may be repeated as often as the curriculum committee finds necessary, with modifications and repeated rankings made as a result of each survey and prior to a subsequent survey. After the curriculum goals and objectives have been validated and placed in rank order, the curriculum planners turn to the next phase in the curriculum development process: putting the goals and objectives into operation.

## TANGIBLE PRODUCTS

The Biblical expression, "By their fruits you shall know them," can certainly be applied to curriculum workers. Walk into the curriculum laboratory of any public school and you may be surprised, perhaps even overwhelmed, by the evidence of the productivity of curriculum development workers. Their efforts, bringing curriculum goals and objectives into tangible, printed, and often eye-catching products, are there for all to see.

Curriculum workers have been turning out products for many years. Unfortunately, some curriculum developers view the creation of products as the final rather than the intermediate phase of curriculum improvement. The products are meant to be put into practice, tried out, revised as needed, tried again, revised again if needed, and so on.

Creating curriculum products not only has a functional value—the production of a plan or tool for implementing or evaluating the curriculum—but also gives the planners a great psychological boost. In producing actual materials, they are able to feel some sense of accomplishment.

Throughout this text we have already seen a number of kinds of curriculum products. Chapter 6 contained examples of statements of philosophy and aims of education. Chapter 7 included needs assessment surveys and reports, sections on courses of study and curriculum guides, and portions of a state's statement of minimal standards. In this chapter we see statements of curriculum goals and objectives. Statements of instructional goals and objectives form a part of Chapter 10. Unit and lesson plans are outlined in Chapter 11. Chapter 12 discusses instruments for evaluating instruction, and Chapter 13, instruments for evaluating the curriculum.

Judging from the tasks that curriculum coordinators, consultants, directors, and other workers are called on to do in the schools, there is a healthy demand for training in the production of curriculum materials. In the following pages of this chapter we will discuss the creation and use of several of the more common products found in the schools.

The content, the form, and the names by which curriculum materials are known are almost as varied as the number of groups that author them. Curriculum bulletins, curriculum guides, courses of study, syllabi, resource units, and source units can be found in the curriculum libraries of school systems.

Because curriculum materials are impermanent—nonstandardized products made primarily for local use—the variations among them are considerable. To put the creation of curriculum products into perspective, we must visualize curriculum committees and individuals in thousands of school

districts all over the United States constructing materials that they feel will be of most help to their teachers. Terms for these types of curriculum materials may signal quite different products or may be used synonymously. A curriculum guide, for example, may be quite different from a course of study. On the other hand, what is called a curriculum guide in one locality may be called a course of study in another. For this reason it is difficult to predict what will be discovered in any particular curriculum product until it is examined. The curriculum products that we will consider in this chapter are:

1. curriculum guides, courses of study, and syllabi
2. resource units

We will not discuss curriculum materials that are discussed in other chapters, such as unit plans, lesson plans, and tests. All curriculum materials share the common purpose of serving as aids to teachers and planners in organizing, implementing, and evaluating curriculum and instruction. Although state and national standards have affected the creation of curriculum guides and other curriculum materials—necessitating the incorporation of objectives and learning activities designed to meet required standards—the production of curriculum products remains a viable part of the teaching process.

## CURRICULUM GUIDES, COURSES OF STUDY, AND SYLLABI

Three kinds of curriculum products are clearly related. These are (1) curriculum guides, (2) courses of study, and (3) syllabi. As already noted, some curriculum workers make no distinction among the three types. The following are definitions of the terms used in this chapter:

1. A *curriculum guide* is the most general of the three types of materials. It may cover a single course or subject area at a particular grade level (e.g., ninth-grade English); all subjects at a particular grade level (e.g., ninth grade); a sequence in a discipline (e.g., language arts); or an area of interest applicable to two or more courses or grade levels (e.g., occupational safety). When a curriculum guide covers a single course, it may also be called a course of study. However, a curriculum guide is a teaching aid with helpful suggestions rather than a complete course of study in itself.
2. A *course of study* is a detailed plan for a single course, including text materials (content). A well-known example of a curriculum product of this nature is *Man: A Course of Study*, which has been widely used in the schools and seen on television.<sup>16</sup> A course of study includes both what is to be taught (content)—in summary or in complete text—and suggestions for how to teach the course.
3. A *syllabus* is an outline of topics to be covered in a single course or grade level.

### Curriculum Guide Formats

Let's look more closely at the creation of a curriculum guide. What is its purpose? Who should be included in the task? Curriculum guides are used in at least two ways. In less structured situations where teachers have a great deal of flexibility in planning, a curriculum guide provides many suggestions to teachers who wish to use it. In that case the curriculum guide is one source from which teachers may derive ideas for developing their own resource units, learning units, and lesson plans. In more structured situations a curriculum guide specifies minimal objectives that students must master in the discipline. It may spell out objectives for each marking period. The guide may identify teaching materials and suggest learning activities. It may be accompanied by pretests and posttests for each unit or marking period.

A curriculum guide may be written by a group of teachers or planners or by an individual. In the latter case, the guide is often reviewed by other specialists before it is disseminated within the school system. For those who write a curriculum guide, the process is almost as important as the product. The task of constructing a guide forces the writers to clarify their ideas, to gather data, to demonstrate creativity, to select content, to determine sequence, and to organize their thoughts.

Examination of curriculum guides from various school districts will reveal a variety of formats. Some school systems that develop curriculum guides follow a single format. Because the substance of guides varies from format to format, some school districts find it useful to prepare more than one type of guide. Many curriculum guides are lengthy documents, so we will not attempt to reproduce examples in this text. Instead we will look at the formats that are more often employed.

From the many formats for curriculum guides, we can select three that we will call—for lack of better labels—the comprehensive, sequencing, and test-coding formats.

**THE COMPREHENSIVE FORMAT.** Curriculum planners following a comprehensive format would include the following components in a curriculum guide for a particular level of a discipline—for example, ninth-grade social studies.

1. **Introduction.** The introduction includes the title or topic of the guide, the subject and grade level for which the guide is designated, and any suggestions that might help users. Some statement should be included as to how the curriculum guide relates to prespecified statements of philosophy and aims and curriculum goals and objectives.
2. **Instructional goals.** In this section, instructional goals (called general objectives by some planners) are stated in nonbehavioral terms. Instructional goals should relate to the school's curriculum goals and objectives.
3. **Instructional objectives.** Instructional objectives (called specific, performance, or behavioral objectives by some planners) for the particular grade level of the subject should be stated in behavioral terms and should encompass all three domains of learning, if all are applicable.
4. **Learning activities.** Learning experiences that might be used by the teacher with pupils should be suggested and placed in preferred sequence.
5. **Evaluation techniques.** Suggestions should be given to teachers on how to evaluate student achievement. This section of the guide could include general suggestions on evaluating, sample test items, or even complete tests.
6. **Resources.** Attention should be given to human resources—persons who might be called on to assist with the content of the guide—and to material resources, including books, audiovisual aids, equipment, and facilities.

An illustration of a comprehensive curriculum guide format is shown in Figure 8.3.

**FIGURE 8.3**  
**Comprehensive Curriculum Guide Format**

TOPIC	GOALS	OBJECTIVES	ACTIVITIES	EVALUATION TECHNIQUES	RESOURCES

Some writers of comprehensive guides also include a topical outline of the content. No effort is made to separate the goals and objectives into time periods, nor are the components sequenced for the teacher. This format is not prescriptive. Guides of this nature are supplementary aids for the professional teacher. They offer the maximum flexibility to the teacher, who may choose or reject any of the suggested goals, objectives, activities, evaluation techniques, or resources. You will note that this format is similar to a unit plan, which is discussed in Chapter 11. The curriculum guide, however, is broader in scope than the unit plan and offers more alternatives.

Some curriculum planners prefer to cast their comprehensive guides in the sequencing format (see the following).

**THE SEQUENCING FORMAT.** Georgia's list of thinking skills (Table 8.1), developed in the 1980s and keyed to the Bloom taxonomy, furnishes an example of this type of curriculum product.<sup>17</sup> Guides of this nature:

1. specify behavioral objectives for each competency area.
2. indicate at what grade level(s), K–12, each competency will be taught.
3. code objectives at each grade level, e.g., as to whether they are introduced (I), developed (D), mastered (M), reinforced (R), or extended (E) at that level.

This format provides an overall view of the sequencing of the objectives of the discipline. Teachers retain the opportunity for making decisions on when and how the objectives will be taught at each grade level.

**TABLE 8.1 Georgia's List of Thinking Skills**

Topic	Concept/Skill	K-4	5-8	9-12
A. Recall	The learner will: recognize information previously encountered such as facts, concepts or specific elements in a subject area.	ID	DR	R
1. Identification	ascertain the origin, nature or definitive characteristics of an item.	ID	DR	R
2. Observation	obtain information by noting, perceiving, noticing and describing. Observation may involve looking, listening, touching, feeling, smelling or tasting.	ID	DR	R
3. Perception	become aware of objects through using the senses, especially seeing or hearing.	ID	DR	R
B. Comprehension	The learner will: understand information that has been communicated.	ID	D	R
1. Translation	change information from one form to another, maintaining accuracy of the original communication.	ID	DR	DR
2. Analogy Recognition	infer that if two things are known to be alike in some respects then they may be alike in others.	ID	DR	DR
C. Hypothesizing	The learner will: assume, making a tentative explanation, tell or declare beforehand.	I	DR	DR
1. Prediction	form a mental image of, represent or picture to oneself.	I	DR	DR
2. Imagination		I	DR	DR

(continued)

**TABLE 8.1 Georgia's List of Thinking Skills (Continued)**

<b>Topic</b>	<b>Concept/Skill</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
D. Application	The learner will: 1. Clarification put information to use.	I	DR	DR
2. Hypothesis Testing	make something easier to understand.	I	ID	DR
3. Operational Definition	try out ideas for possible solutions.	I	ID	DR
4. Decision Making	order ideas into a step-by-step plan.	I	ID	DR
5. Consequence Projection	choose the best or most desirable alternative.		ID	DR
E. Analysis	define further steps toward probable solutions or identify cause/effect relationships.			
1. Comparison	The leaner will: break down a concept, problem, pattern or whole into its component parts, systematically or sequentially, so that the relations between parts are expressed explicitly.	ID	DR	R
2. Classification	determine similarities and differences on the basis of given criteria.	ID	DR	R
3. Selection	place elements into arbitrarily established systems of groupings and subgroupings on the basis of common characteristics.	ID	DR	R
4. Association	choose an element from a set of elements on the basis of given criteria.	I	ID	DR
5. Inference	relate elements either given or as they come to mind.			
6. Interpretation	draw a conclusion based on facts or evidence.			
7. Qualification	express meaning of or reaction to an experience.			
	describe by enumerating characteristics.			
F. Synthesis	The learner will: 1. Summarization arrange and combine elements to form a structure, pattern or product.	I	ID	DR
2. Generalization		I	ID	R
3. Formulation of Concepts	express a brief or concise restatement.	I	ID	DR
4. Integration	formulate or derive from specifics (to make universally applicable) a class, form or statement.	I	ID	DR
	originate or express ideas.	ID	DR	
	form into a whole and unite information.	ID	DR	
G. Evaluation	The learner will 1. Justification make judgments regarding quantity and quality on the basis of given criteria.	I	ID	DR
2. Imposition of Standards		ID	DR	
3. Judgment	show adequate reason(s) for something done.	ID	DR	
4. Internal Consistency	assure equal comparison with established criteria.	ID	DR	
5. Value	form an idea or opinion about any matter.	I	ID	DR
	understand that all the parts of a process fit together.			
	establish worth or esteem.			

Source: Georgia Department of Education, *Essential Skills for Georgia Schools* (Atlanta: Division of Curriculum Services, Georgia Department of Education, 1980), pp. 87–88. Reprinted by permission.

**THE TEST-CODING FORMAT.** Offering teachers the least flexibility is the test-coding format, which:

1. lists objectives to be mastered by the learners at each marking period of each grade level of a given discipline.
2. codes each objective to district, state, and national criterion-referenced and/or norm-referenced tests that are administered by the school district.

Let's say, for example, that a district has developed a set of ten instructional objectives to be accomplished in Health at the second-grade level. The district has further developed tests at the end of each marking period (as well as sometimes comprehensive tests at the end of the year) to determine whether these objectives have been achieved by pupils. Following a test-coding format, teachers would specify which objectives were to be pursued during which marking period. Teachers may follow a similar procedure in dealing with state standards and state assessment tests.

Though teachers may exercise choice of learning activities and supplementary resources, they are held accountable for student achievement every marking period. Locally written tests to assess student mastery of the objectives are administered at the end of each marking period.

The three formats can, of course, be combined and expanded. Test-coding can be added to the comprehensive format. Behavioral or performance indicators may be included to refine the behavioral or performance objectives. For example, one indicator for the instructional objective "The student will describe the effects of Freon released in the environment" might be "The student will specify principal uses of Freon." Reference is made to criteria for instructional objectives discussed in Chapter 10. Criticizing the lack of specificity of "typical instructions" (that is, objectives) found in curriculum guides, E. D. Hirsch, Jr. mused, "It might be wondered how it is possible for states and localities to produce lengthy curriculum guides that, for all their bulk, fail to define specific knowledge for specific grade levels."<sup>18</sup>

No matter what format is followed by a school system, curriculum guides should be used and revised periodically. It is an open secret that curriculum guides are often written to satisfy a local or state mandate. Having completed the task of writing the documents, teachers set them aside and allow them to accumulate dust. Teachers' failure to use the curriculum guides demonstrates once again that commitment to the process is an essential ingredient. Curriculum guides that are handed down, for example, generate little commitment. They may be followed out of necessity but without enthusiasm. Even those guides that are written by teachers rather than by curriculum consultants will be accepted only if teachers perceive the task as useful to them rather than as a response to directives from superordinates.<sup>19</sup>

## **RESOURCE UNIT**

A resource unit, called a source unit by some curriculum workers, is "an arrangement of materials and activities around a particular topic or problem."<sup>20</sup> The resource unit is a curriculum product that falls somewhere between a teacher's learning unit and a course of study or curriculum guide. We explained elsewhere:

The resource unit is a source of information and ideas for teachers to use. . . . The major purpose of the resource unit is to provide ideas for a teacher who wishes to create [a] learning unit on the same topic. . . . The resource unit contains a wealth of suggestions and information which will aid the teacher in supplementing material found in the basic textbook. The resource unit shortens the busy teacher's planning time and simplifies [the] work [of constructing] learning units. . .<sup>21</sup>

In essence, the resource unit serves the same general purpose as a course of study or curriculum guide. The major distinction between these types of products is that the resource unit

is much narrower in scope, focusing on a particular topic rather than on an entire year, course, subject area, or sequence. Although we may encounter a course of study or curriculum guide for eleventh-grade American history, for example, we may also find resource units on topics within American history, such as the Age of Jackson, the Great Depression, or the War on Terrorism.

The same outline that was suggested for a comprehensive curriculum guide applies to the resource unit. An example of a resource unit is given in Box 8.4. Note the relationship between this illustrative resource unit and the illustrative learning unit plan in Chapter 11.



## BOX 8.4 A Resource Unit

Grade Level/Course:

Senior High School/Problems of American Democracy

Topic: Education in the United States

### A. Introduction

The enterprise of education in the United States consumes over 800 billion dollars per year, close to 500 billion of which are spent on public elementary and secondary schools. About twenty-five percent of the population is enrolled in schools from nursery through graduate level. In some way, schooling touches the lives of every person in the country, yet schooling itself is rarely studied in the schools. Although most people have their own ideas about education, their database is often limited or lacking. The purpose of this resource unit is to provide students with facts, insights, and understandings about the American educational system.

### B. Instructional Goals

#### 1. Cognitive

The student will become familiar with

- a. the purposes of education in the United States
- b. the general structure of education in the United States
- c. the ways in which education in the United States is administered and financed
- d. major differences between the U.S. system of education and systems of other countries

#### 2. Affective

The student will appreciate

- a. the complexity of the U.S. educational system
- b. our decentralized system of education
- c. the extent and complexity of problems facing education in the United States
- d. the achievements of American schools

### C. Instructional Objectives

#### 1. Cognitive

The student will be able to

- a. identify sources of funding for education
- b. explain local, state, and federal responsibilities for education
- c. state purposes of levels of education: elementary, middle, junior high, senior high, community college, senior college, and university
- d. tell the strengths and weaknesses of our decentralized system of education
- e. explain how teachers are prepared and hired
- f. describe how the educational dollar is spent
- g. account for differences in the support of education by the various states
- h. identify problems facing the schools and tell what efforts are being made to solve them
- i. account for the growth of private schools, charter schools, and homeschooling
- j. compare the American system of education with the system in another country



## BOX 8.4 (Continued)

### 2. Affective

The student will

- a. write a statement of purposes of education as he or she sees them
- b. state what he or she feels constitutes a good education
- c. state with reasons whether he or she believes compulsory education is desirable
- d. describe how he or she feels education should be funded
- e. take a position on whether public school education or private school education is better
- f. take a position on whether American education or European (or Asian) education is better
- g. show his or her position by written reports on some controversial issues such as prayer in the schools, the teaching of the theory of evolution, censorship of textbooks and library books, busing of students for purposes of integrating the races, and bilingual education

### 3. Psychomotor

None

### D. Learning Activities

1. Read provisions of the United States Constitution regarding education, especially the First, Tenth, and Fourteenth Amendments.
2. Read provisions of the state constitution regarding education.
3. Examine recent state and federal legislation on education.
4. Prepare a chart showing the percentages of funding for education from local, state, and federal sources.
5. Prepare a diagram showing overall dollars spent in any one year for education by local, state, and federal sources in the student's home state.
6. Observe an elementary, middle/junior high, and secondary class in action, and afterward compare such aspects as objectives, materials, methods of teaching, and student conduct.
7. Visit a community college and interview one of the administrators on the purposes and programs of the community college.
8. Invite a private and/or parochial school administrator to come to class to talk on purposes and programs of his or her school.
9. Invite a panel of public school principals at elementary, middle/junior high, and secondary levels to come to class to talk on problems they face in administering their schools.
10. Critique the requirements for a teacher's certificate in the student's home state.
11. Gather and present data on the funding of higher education in both the United States and in the student's home state.
12. Read and evaluate several statements of purposes of education.
13. Read and evaluate a book or article critical of American public education.
14. Report on pressure groups that influence education.
15. Critique the awarding of vouchers or tax credits that enable parents to send their children to schools of their choice.
16. Find out how teachers are trained, certified, and employed in the student's home state.
17. Find out how school administrators are trained, certified, and employed in the student's home state.
18. Attend a school board meeting and discuss it in class.
19. Visit the superintendent's office and hear the superintendent (or his or her deputy) explain the role of the superintendent.
20. Find out what the school tax rate is in the student's home community, how moneys are raised for the schools, and how much money is expended in the community for schools.
21. Find out how much teachers and administrators are paid in the student's home community and what fringe benefits they receive.

*(continued)*



## BOX 8.4 A Resource Unit (Continued)

22. Defend or reject paying teachers on the basis of merit.
23. Defend or reject tenure for teachers.
24. Examine the staffing patterns of an elementary, middle, or secondary school and determine types of employees needed to run the school.
25. Find out how serious the dropout problem is in the student's home community and what is being done to solve it.
26. Determine whether or not student achievement in schools of the student's home district is satisfactory. If not, account for reasons for unsatisfactory achievement and report on measures that are being taken to improve the situation.
27. Explain the pros and cons of private management of public schools as opposed to public administration.
28. Choose a controversial educational issue and write a paper showing positions of several prominent persons or groups and the student's own position.
29. Research and prepare a report on the public's attitudes toward public schools.
30. Find out requirements for graduation from high school and promotion from grade to grade in your state.
31. Go to your state Department of Education website and report on your state's standards of learning.
32. Explain what is meant by "high-stakes testing" and show your position on it.

*Note:* Many of the topics under Learning Activities may be researched on the Internet. Students may make reports individually or as group panels at the teacher's discretion. Some students may wish to make their reports as PowerPoint presentations.

### E. Evaluation Techniques

1. Give a pretest consisting of objective test items to survey student's factual knowledge about education in the United States. Sample test items:
  - a. Responsibility for state control of education in the United States is derived from the U.S. Constitution's
    1. First Amendment
    2. Fifth Amendment
    3. Tenth Amendment
    4. Fourteenth Amendment
  - b. Policies for local school districts beyond state mandates are promulgated by
    1. advisory councils
    2. school boards
    3. teachers' unions
    4. school principals
2. Evaluate student's oral reports.
3. Evaluate student's written work—reports, charts, etc.
4. Observe student's reactions and comments in class discussion.
5. Give a posttest of objective items similar to those of the pretest.

### F. Resources

*Educational Leadership.* Alexandria, Va.: Association for Supervision and Curriculum Development, monthly.

National Assessment of Educational Progress, *The Nation's Report Card*. Washington, D.C.: U.S. Government Printing Office, periodically.

National Center for Education Statistics, *The Condition of Education*. Washington, D.C.: U.S. Government Printing Office, annually.

—. *Digest of Education Statistics*. Washington, D.C.: U.S. Government Printing Office, annually.

—. *The Nation's Report Card* (reports on the National Assessment of Educational Progress). Washington, D.C.: U.S. Government Printing Office, periodically.

**BOX 8.4 (Continued)**

—. *Projections of Education Statistics*. Washington, D.C.: U.S. Government Printing Office, periodically.

*Phi Delta Kappan*. Bloomington, Ind., monthly.

U.S. Bureau of the Census. *Statistical Abstract of the United States*. Washington, D.C.: U.S. Government Printing Office, annually.

*World Almanac and Book of Facts*. New York: World Almanac Books, annually.

**Websites:**

National Assessment of Educational Progress.

National Center for Education Statistics.

School district.

State department of education.

U.S. Census Bureau.

U.S. Department of Education.

## SOURCES OF CURRICULUM MATERIALS

These illustrations of curriculum products barely suggest the types that are already available or that can be constructed. In every state of the union, curriculum committees have created a wide variety of useful materials. Curriculum developers and others who are searching for curriculum materials beyond the textbooks and accompanying teachers' manuals may locate examples in several places: curriculum libraries of colleges and universities, particularly those of schools and departments of education; curriculum centers of the public school systems; state and national professional education associations; the offices of curriculum consultants; state departments of education; regional educational laboratories; ERIC; and the Internet.

Great variation can be found in both the format of printed curriculum materials and the types of available materials. Beyond typical curriculum guides, we can find curriculum materials packaged into multimedia kits consisting of charts, audiotapes, videotapes, CDs, CD-ROMs, DVDs, Websites, and so on.

### MyEdLeadershipLab™

Go to Topics 1 and 10: *Defining Curriculum* and *Textbook as Curriculum* on the MyEdLeadershipLab™ site ([www.MyEdLeadershipLab.com](http://www.MyEdLeadershipLab.com)) for *Developing the Curriculum*, Eighth Edition, where you can:

- Find learning outcomes for *Defining Curriculum* and *Textbook as Curriculum*, along with the national standards that connect to these outcomes.
- Complete Assignments and Activities that can help you more deeply understand the chapter content.
- Apply and practice your understanding of the core skills identified in the chapter with the Building Leadership Skills unit.
- Prepare yourself for professional certification with a Practice for Certification quiz.

## Summary

State school systems, school districts, and individual schools engage in the task of specifying curriculum goals and objectives. Curriculum goals and objectives are derived from the developers' philosophy and educational aims.

Curriculum goals are broad programmatic statements of expected outcomes without criteria of achievement. They apply to students as a group and are often interdisciplinary or multidisciplinary.

Curriculum objectives are specific statements of outcomes with degree of mastery and conditions either inferred or stipulated to be achieved by students as a group in the school or school system.

Curriculum goals and objectives are essential for:

1. conducting a complete needs assessment to identify unmet needs
2. carrying out subsequent phases of the suggested model for curriculum improvement
3. generating instructional goals and objectives
4. providing a basis for evaluating the curriculum
5. giving direction to the program

Curriculum goals and objectives should be validated and put in order of priority by the school's curriculum committee after review by representatives of the various constituencies that the school serves.

Curriculum planners and teachers frequently engage in developing curriculum products that will be of use to teachers in their school systems. In this chapter we discussed these types of products: curriculum guides, courses of study, syllabi, and resource units.

Curriculum guides should provide many suggestions to teachers for teaching a single course, a subject area at a particular grade level, an entire sequence, or an area of interest. Curriculum guides should include instructional goals, instructional objectives, activities, evaluation techniques, and resources. Sometimes curriculum planners incorporate an outline of the content. Courses of study cover single courses and often contain a considerable amount of content material. Syllabi list topics to be covered.

Resource units are, in essence, minicurriculum guides for teaching particular topics or problems. Limited to single topics or problems, resource units offer types of suggestions similar to those found in curriculum guides. Teachers can derive their unit plans from resource units.

In the creation of curriculum materials, both the process and product are important. Examples of curriculum materials can be acquired from a number of sources.

## Questions for Discussion

1. How do you go about specifying curriculum goals and objectives? Who does the specifying?
2. How do you turn curriculum goals into curriculum objectives?
3. Should writing curriculum guides be the job of the curriculum director or coordinator?
4. Should schools borrow curriculum guides from each other?
5. Where would you place the production of curriculum guides, courses of study, resource units, and the like in the model for curriculum development presented by the authors of this text?

## Exercises

1. Obtain and, following principles advocated in this chapter, critique the statement of:
  - (a) curriculum goals of a school that you know well
  - (b) curriculum objectives of a school that you know well
  - (c) curriculum goals and/or objectives of a school district that you know well
  - (d) curriculum goals and/or objectives of one of the fifty states

2. Write as many curriculum objectives as you can for each of the following curriculum goals:
  - (a) Students will maintain good health and physical fitness.
  - (b) Students will demonstrate skill in writing.
  - (c) Students will develop an appreciation for the free enterprise system.
  - (d) Students will exhibit positive attitudes toward each other regardless of differences in gender, religion, or ethnic origin.

Small groups may wish to respond to separate parts of this exercise.

3. Describe the hierarchy of goals discussed by Ronald S. Brandt and Ralph W. Tyler (see bibliography) and give examples of each type.
4. Locate and report on a curriculum product called a “scope and sequence chart.”
5. Create a resource unit on a topic that you will at some point be teaching.

## Websites

Association for Supervision and Curriculum Development:  
[ascd.org](http://ascd.org)

Evergreen Curriculum Guides & Resources (Canada):  
[asked.gov.sk.ca/branches/curr/evergreen/index.shtml](http://asked.gov.sk.ca/branches/curr/evergreen/index.shtml)

National Assessment of Educational Progress: [nationsre-portcard.gov](http://nationsre-portcard.gov)

National Center for Education Statistics: [nces.ed.gov](http://nces.ed.gov)

## Multimedia

Grant Wiggins and Jay McTighe, *Moving Forward with Understanding by Design*. Examples of ways to implement understanding by design. 2007. One 75-min.

DVD and a facilitator's guide. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Arlington, VA 22311-1714.

## Endnotes

1. For a different hierarchy of goals, see Ronald S. Brandt and Ralph W. Tyler, in Fenwick W. English, ed., *Fundamental Curriculum Decisions*, 1983 Yearbook (Alexandria, Va.: Association for Supervision and Curriculum Development, 1983), pp. 40–52.
2. John W. Gardner, “National Goals in Education,” in *Goals for Americans: Programs for Action in the Sixties*, Report of the President’s Commission on National Goals, Henry W. Wriston, Chairman (New York: The American Assembly, Columbia University, 1960), pp. 81, 100.
3. W. James Popham and Eva L. Baker, *Systematic Instruction* (Englewood Cliffs, N.J.: Prentice-Hall, 1970), p. 43.
4. Robert F. Mager, *Preparing Instructional Objectives* (Belmont, Calif.: Fearon, 1962), pp. 1, 3–4.
5. Benjamin S. Bloom, ed., *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I: Cognitive Domain* (New York: Longman, 1956) and David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook II: Affective Domain* (New York: Longman, 1964).
6. Decker F. Walker, “A Brainstorming Tour of Writing on Curriculum,” in Arthur W. Foshay, ed., *Considered Action for Curriculum Improvement*, 1980 Yearbook (Alexandria, Va.: Association for Supervision and Curriculum Development, 1980), p. 81.
7. Mary M. McCaslin, “Commentary: Whole Language—Theory, Instruction, and Future Implementation,” *The Elementary School Journal* 90, no. 2 (November 1989): 227.
8. Commission on the Reorganization of Secondary Education, *Cardinal Principles of Secondary Education* (Washington, D.C.: United States Office of Education, Bulletin No. 35, 1918).
9. Educational Policies Commission, *Education for All American Youth* (Washington, D.C.: National Education Association, 1944), pp. 225–226.

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# **DEVELOPING THE CURRICULUM**

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