Unit -2

MEANING, NATURE AND PRINCIPLES OF CURRICULUM

Meaning and definition of Curriculum – Need for Curriculum development - Principles of Curriculum development – Types of Curricula: Subject-centered Curriculum, Learner-centered Curriculum, Problem-centered Curriculum and Curriculum Alignment.

2.1 INTRODUCTION

Curriculum is an important factor to achieve educational aims and objectives. Curriculum is often defined as the courses offered by a school, but is rarely used in a general sense. In schools, curriculum includes both curricular and co-curricular activities.

2.2 MEANING OF CURRICULUM

Etymologically, the term curriculum is derived from the Latin word "currere" which means run or run-way or a running course. Thus, curriculum means a course to be run for reaching a certain goal. Arthur J. Lewis and Mid Alice (1972) defined curriculum as "a set of intentions about opportunities for engagement of persons to be educated with other persons and with things (all bearers of information process, techniques and values) in certain arrangements of time and space."

A curriculum means, the total situation (all situations) selected and organized by the institution and made available to the teacher to operate and to translate the ultimate aim of education into reality.

In the words of Cunningham, curriculum is a tool in the hands of the artist (the teacher) to mould his material (the pupil) according to his ideal (objective) in his studio (the school). The material is highly self-active, self-determining human being who reacts and responds consciously.

Curriculum may be defined as the "social environmental in motion". It is the sum total of all the activities and experiences provided by the schools to the learners for achieving the desired objectives. The courses of studies are merely a suggestion for curriculum activities and procedures, a guide for teaching to follow.

Curriculum is one of the most important items in the educative process. The curriculum, in fact, is the fundamental problem which determines the 'warp' and 'woof' of the process of education. What to do and how to do is the very essence of curriculum.

2.3 CONCEPT OF CURRICULUM

- Curriculum is the base in education on which the teaching-learning process is planned and implemented.
- Curriculum includes all planned learning experiences organised by a school based on the educational aims and objectives.
- Curriculum is the sum total of the academic and non-academic experiences of a school. It is based on educational intended outcomes to fulfil the personal and social growth of the learners.

2.4 DEFINITIONS

- "Curriculum includes all the learning experiences offered to all the learners under the direction of the school"-C. Ronald
- "The school curriculum becomes what it is in any school at any given moment because of social setting, the ideals and commitment of individuals and the skill, understanding and strategy of those concerned with change"- Kimbal Wiles
- "Curriculum as the sum total of student activities which the school sponsors for the purpose of achieving is objectives"- Alberty, A. and Alberty, E
- "Curriculum' as all experiences which a pupil has under the guidance of the school"- The Blond's Encyclopaedia of Education
- "Curriculum is the totality in the hands of artist (teacher) to mould his material (pupil) in accordance with the ideal in his studio (school)"- Cunningham
- Thus, a curriculum is the instructional programme through which pupils achieve their goals. An overall understanding of curriculum also provides insight into the concept of curriculum.

2.5 NATURE OF CURRICULUM

i.   Curriculum as a Plan

Oliva (1982) stated that "Curriculum is a plan or programme for all experiences which the learner encounters under the direction of the school." Carter V. Good (1959) defined curriculum as "a general overall plan of the content or specific

materials of instruction that the school should offer the student by way of qualifying him for gradation on certification for entrance into a professional or a vocational field."

Tyler and Hilda Taba (1962) defined curriculum "as a plan for action, or a written document, which includes strategies for achieving desired goals or ends." Galen Saylor defines curriculum "as a plan for providing sets of learning opportunities for persons to be educated".

ii. Curriculum as an Experience

Tanner and Tanner (1980) stated that "Curriculum is that reconstruction of knowledge and experiences systematically developed under the auspices of the school (or university) to enable the learner to increase his or her control of knowledge and experience."

The Secondary Education Commission (1952-54) states that "curriculum includes totality of experiences pupil receives through the manifold activities that go on in the school, classroom, library, laboratory, workshop, playground and in numerous informal contacts between teachers and pupils." In other words, the whole life of school is curriculum which can touch the life of students at all levels and helps in evolution of a balanced personality.

According to Crow and Crow, "curriculum includes all the learners' experiences in and outside the school that are included in a programme which has been devised to help to develop mentally, physically, emotionally, spiritually and morally."

Franklin Boobit (1918) defined that "Curriculum is that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; and to be in all respects of what adults should be"

Krug (1957) defined as "Curriculum consists of all the means of instruction used by the school to provide opportunities for student learning experiences leading to desired learning outcome"

iii. Curriculum as a Subject Matter

Doll (1978) defined that Curriculum is both a subject to be taught at colleges and universities and a field in which practitioners work. Curriculum is the formal and informal content and process by which learners gain knowledge and

understanding, develop skills and alter attitudes, appreciations and values under the auspices of that school".

Curriculum can be considered in terms of subject matter (Tamil, English, Mathematics, Science, Social Science) or content (the way of organization and assimilation of information). Historically and currently the dominant concept of the curriculum is that of subjects and subject matter there in to be taught by teachers and learned by students. Curriculum refers to the set of subjects or course offered and also those required or recommended or grouped for other purposes; thus, such terms as the college 'preparatory curriculum' 'science curriculum' and 'premedical curriculum' are commonly used.

iv. Curriculum as an Objective

B.F. Skinner views the curriculum as being formulated according to behaviouristic objectives. The curriculum is the series of experiences which children and youth must have by way of attaining activity-based objectives. W. W. Chatters (1923) viewed curriculum as a series of objectives that students must attain by way of a series of learning experiences.

Edgar Bruce stated that the curriculum is "an educational instrument, planned and, used by the school to effect the purposes" (Edgar Bruce). According to Payne, "curriculum consists of all the situations that schools may select and consciously organise for the purpose of developing the personality of its pupils and for making behaviour changes in them."

Bobbit (1918) has defined curriculum "that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life: and to be in all respects of what adults should be". Here Bobbit determined curriculum objectives based on skills and knowledge needed by adults.

Ralph Tyler (1949) has presented the same views about the curriculum but he combined curriculum and instruction in his approach. Probably he thought that curriculum and instruction cannot be separated otherwise the aims and objectives of curriculum planning will not be attained

    v.   **Curriculum as a system**

Curriculum can be considered as a system for dealing with people and the processes or organization of personnel and procedures for implementing the system (Babcock, McNeil, Untruth).

    vi.   **Curriculum as a field of study**

Curriculum can also be viewed as a field of study, comprising its own foundations and domains of knowledge, as well as its own research, theory, and principles (Orlosky and Smith, Schubert and Tanners).

2.6 SCOPE OF CURRICULUM

Curriculum, is therefore, very comprehensive in its scope. It touches all aspects of the life of the pupils- the need and interest of the pupils, environment which should be educationally congenial to them, ways and manners in which their interests can be handled and warmed up, the procedures and approaches which cause effective learning among them, the social efficiency of the individuals and how they fit in with the community around. It is intimately related with the individual as a member of the society. It embodies the educational philosophy, the values which it aims to achieve, the purposed it wants philosophy, the values it aims to achieve purposes it wants to realise and the specific goals that it wants to achieve. The emphasis is on the child. In the total education of the child, all the subjects' likes history, geography, science and language are but tools. These are the means, and therefore, the children must not be made to fit in such study.

2.7 Curriculum and Syllabus

The curriculum sets out the subjects to be studied, their order and sequence and so ensures some balance between humanities and science and consistency in the study of subjects, thus facilitating inter subject links. It follows that the curriculum determines the amount of school times allotted to each subject, the aim of teaching each subject, the place of the motor skills which take time to acquire and possibly, the variations between rural and urban school teaching. The curriculum in the schools of developing countries is often directly related to the requirements for developments. The syllabus determines the basic content of instructions in a given subject and the range of knowledge and skills which the pupils must acquire and establish in detail the themes and individual points to be studied in each school year. The syllabus is a refined detail of the curriculum at a particular stage of learning for a particular subject.

2.7.1 Difference between Curriculum and Syllabus

CURRICULUM	SYLLABUS
Curriculum is based on the philosophy, goals and values of education.	Syllabus does not take into account these factors.
Curriculum refers to all the educational activities of the school in the widest possible sense	Syllabus refers to a list of unelaborated headings or book let
Curriculum is the sum total of school subjects, learning experiences and activities	It is basically concerned with school subjects
There is prescribed co-curricular and extra – curricular activities in the curriculum.	No prescribed co-curricular and extra-curricular activities in the form of syllabus.
Curriculum includes not only indoor activities but also out-door activities of the school	Syllabus is concerned with activities mostly undertaken in the class room (in-door activities)
The curriculum has a countless role to play and it is considered as a plan, an experience, a subject matter or content and as a field map.	The syllabus has a limited role to play and has less significance in the educational world.
It is an inclusive concept. It includes syllabus also.	It is a part of a curriculum.

2.8 NEED AND IMPORTANCE OF CURRICULUM

The need of education determines the importance of curriculum. The need of curriculum is evolved the concept of 'curriculum development'. These needs of the curriculum have been merited as follows.

a. The human can acquire knowledge while other species cannot acquire knowledge. It is an important aspect of human beings.
b. The mental aspects are trained and developed; thus, mental facilities are trained by teaching various school subjects.
c. The vocational and technical educations prepare the students for different jobs. During British period, clerks were prepared through educational curriculum.
d. The interests and attitude are developed according to the student's potentialities. Curriculum is designed as child centered approach.

e. The good citizens are prepared by the developing democratic way of life. It also develops the abilities and capacity of the teachers.

f. The ability of the self- realization is also developed by education and to make good man.

g. It also develops the feeling of appreciation and sound judgment.

h. Education is given always for future life so that he can earn his living.

i. It also prepares for scientific invention and technical development.

j. It brings performance in child. It helps in all-round development.

k. It is a powerful instrument for social change and social control.

In other words, the following are the major area of needs of Curriculum development:

a. Realisation of Educational Objectives: An organisation of education is based on the curriculum. The curriculum development is done in view to realise the objectives of education. Thus the curriculum is the means for achieving the educational objectives.

b. **Proper use of Time and Energy**: It provides the guidelines to the teachers as well as to students, what a teacher has to teach and what the students to learn?

c. Acquisition of Knowledge: The curriculum is the mean for the acquiring knowledge. Actually, human knowledge is one but is divided in to subject for the convenience and organisation point of view. Thus, the curriculum is designed for the different subjects.

d. Determining Structure of Content: Every subject's content has its wide structure which is to be taught lower level to the higher level. Thus, the main task of curriculum development is determining structure of content for a particular stage teaching. Thus, the curriculum of different subjects is designed from primary level to university level.

e. Development of Personality: The curriculum is also important and significant from personality development of the student. The curriculum is designed which helps in development in good qualities in students. It helps in developing physical, social and moral qualities of learners.

f. Preparation of Text Book: The curriculum provides the guide line and bases for preparing text book for the use of students and subject teacher. If the curriculum is changed or codified, the test books are also changed. A good text has wide coverage of curriculum content of subjects.

g. Conducting Examination: Our education is examination centred. The students have forced obtain good mark in the examination. Thus, examination paper is prepared as per curriculum of the subject and students also prepare the content for the examination. Thus, curriculum is basis of teaching, learning and testing.

h. Organising Teaching and Learning Situation: The teaching and learning situation are organised in view to the curriculum teaching work is also assigned with help of curriculum.

i. Decision about Instructional method: The instructional method is selected and used in view of the curricular. The same content is taught form memory to reflective level. It may be teacher centred or learner centred.

j. Development of Knowledge, Skill and Attitude: The nature of curriculum provides the basis for the developing knowledge, skills, attitude and creative ability. It also helps in developing leadership qualities.

2.9 CURRICULUM DEVELOPMENT

"Curriculum development" the term curriculum is considered as incomplete. Curriculum development means a continuous process or never-ending process. It is difficult to trace out its origin. The outcome of teaching is known through students achieving and learning. The assessment of objectives is done on the basis of change of behaviour of the learners. Learning experiences are provided through the desirable change of behaviours of the pupils which are evaluated with help of examination. Therefore, the term is known as "curriculum development". The main focus of the curriculum is to develop the students.

The curriculum is designed to realise the objectives in terms of changing of behaviours.

1. Teaching objectives, 2. Methods of teaching, 3. Examination or testing, and 4. Feedback. These are described in brief as follows

   a. **Teaching objectives:** Three types of teaching objectives cognitive, affective and psycho-motor are identified in view of subject content to be taught. These objectives are written in behavioural terms. All learning experiences are organised to achieve these objectives.

   b. **Methods of teaching**: The most important aspect for providing learning experiences is the teaching strategies. The objectives are legalised in terms of behavioural of the

learners. The content is the means to select the method of teaching and level of the pupil understanding.

c. **Process of evaluation**: The evaluation of change of behaviour if done to ascertain about the realisation of the teaching learning objectives. The level of the pupil performance indicates the effectiveness of method of teaching and learning experiences.

d. **Feedback**: The interpretation of performance provides the teacher to improve and modify the form of the curriculum. The curriculum is developed and teaching objectives are also revised. The methodology of teaching is changed in view of the curriculum and objectives are to be achieved.

"Curriculum embodies all the experiences, which are utilized by the school to attain the aims of education" (Munroe). The curriculum development is to show how curriculum evolves or is planned, implemented, and evaluated, as well as what various people, processes, and procedures are involved in constructing the curriculum. Such development is usually examined in a logical step-by-step fashion based on behavioural and managerial approaches to curriculum and rooted in scientific principles of education.

Saylor et al, outline a concise four step planning model, which includes:

i. Goals and Objectives,
ii. Curriculum Design (or specifications),
iii. Curriculum Implementation (or instruction) and iv.
iv. Curriculum Evaluation

Unruch and Unruch outline five development steps:

i. Goals and Objectives
ii. Needs Assessment
iii. Content iv.
iv. Implementation, and
v. Evaluation

Francis Hunkins has designed a seven-step model:

i. Curriculum conceptualization and legitimization
ii. Curriculum Diagnosis

iii.   Content Selection

iv.   Experience Selection

v.   Curriculum Implementation

vi.   Curriculum Evaluation and

vii.   Curriculum Maintenance

It is concluded that curriculum development is the organized preparation of whatever is going to be taught in schools at a given time in a given year. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments.

2.10 BASIC PRINCIPLES OF CURRICULUM

Curriculum refers both organized and informal activities of school life. School life need not imply life of the child within the four walls of the school alone, but extends beyond that. The place and importance of the curriculum in the educative process needs no reemphasis. The general aims of education receive concrete expression through the curriculum. It translates ideals into action. It is the crucial link between objectives and outcomes. As King and Brownell write "Deliberately Designed activity of life is education, deliberately designed portion of education is schooling, the heart of schooling is curriculum." The following are the basic principles of Curriculum Development

- The curriculum should be Productivity Oriented.
- The curriculum should be Activity Based.
- The curriculum should be New Knowledge Oriented The curriculum should be Child-Centered
- The curriculum should be Human Development Oriented
- Principle of Conservation
- Principle of Forward Looking
- Principles of Creativity
- Principle of Flexibility
- Principle of Maturity
- Principle of Utility
- Principle of Totality
- Principle of Significance
- Principle of LPG (Liberalization, Privatization and Globalization)

- Principle of Values

2.11 Need and Importance of Curriculum Development

The need and importance of curriculum development are stated as:

- Achievement of educational Aims
- Criteria of appropriate Teachers
- Selection of appropriate Methods
- Reflects trends in Education
- Providing Appropriate Knowledge
- Providing Appropriate Activities and Experiences
- Providing Wholesome Influences

Curriculum is a means to achieve the aims of education which are dynamic and go on changing with the changing social requirements. Naturally, the curriculum will reflect the trends in education. Hence, Curriculum should include suitable knowledge which will help in the achievement of aims of education; it includes well selected activities and experiences needed for the development of pupils according to social requirements; it should provide wholesome school programme to develop the desirable behaviour patterns in the pupils.

2.12 TYPES OF CURRICULUM

1. Subject-Centered Curriculum

This model focuses on the content of the curriculum. The subject-centered design corresponds mostly of the textbook, written for the specific subject. Henry Morrison and William Harris are the few curricularists who were firm believers of this design. In this instance, schools divide the school hours to different subjects such as reading, grammar, literature, mathematics, science, history and geography. Examples of subject-centered curriculum are included below:

Subject Design: 'What subjects are you teaching? What subjects are you taking?' These sample questions to which the teacher and the learner can easily give an answer. It is so because they are familiar with the subject design curriculum. Subject design curriculum is the oldest and so far, the most familiar design for teachers, parents and other laymen. According to the advocates, subject design has an advantage because it is easy to deliver. Complementary books are written and support instructional materials are commercially available. Teachers are familiar with format, because they were also

educated using the design. However, the drawback of this design is that sometimes learning is so compartmentalized. It stresses so much the content that it forgets about students' natural tendencies, interests and experiences. The tendency of the teacher is poured in so much content to the learner so that the students become simply the empty vessel that receive the information or content.

Discipline Design: This curriculum model is related to the subject design. However, while subject design centers only on the cluster of content, discipline design focuses on academic disciplines. Discipline refers to specific knowledge learned through a method which the scholars use to study a specific content field. Students in history should learn how biologists learn, and so with students in mathematics should learn how mathematician learn. In the same manner, teachers should teach how the scholars in the discipline will convey the particular knowledge. The discipline design model of curriculum is often used in college, but not in the elementary or secondary levels. So from the subject-centered curriculum, curriculum moves higher to discipline when the students are more nature and are already moving towards their career path or disciplines as science, mathematics, psychology, humanities, history, and others. Discipline becomes the degree program.

Correlation Design: This comes from core, correlated curriculum design that links separate subject designs in order to reduce fragmentation. Subjects are related to one another but each subject maintains its identity. For example, English literature and social studies correlate well in the elementary level. In the two subjects, while history is being studied, different literary pieces during the historical period are being studied. The same is true when science becomes the core; mathematics is related to it, as they are taken in chemistry, physics and biology. Another example is literature as the core and art, music, history; geography will be related to it. To use correlated design, teachers should come together and plan their lessons cooperatively.

Broad Field Design / Interdisciplinary: Broad field or interdisciplinary design is a variation of the subject-centered design. This design was made to prevent the compartmentalization of subjects and integrate the contents that are related to each other. Thus, subjects such as geography, economics, political science, anthropology, sociology and history are fused into one subject called social studies. Languages are will include grammar, literature, linguistics, spelling and composition.

2. Learner-Centered Curriculum

Among the progressive educational psychologists, the learner is the center of the educative process. This emphasis is very strong in the elementary level, however more concern has been placed on the secondary and even the tertiary levels. Although in high school, the subject or content has become the focus and in the college level, the discipline is the center, both levels still recognize the importance of the learner in the curriculum. Here are some examples of the learner-centered designs.

Child-Centered Design: This design is often attributed to the influence of John Dewy, Rouseau, Pestallozi and Froebel. The curriculum design is anchored on the needs and interests of the child. The learner is not who engages with his/her environment. One learns by doing. Learners actively create; construct meanings and understanding as viewed by the constructivists. In the child-centered design, learners interact with the teachers and the environment, thus there is a collaborative effort on both sides to plan lessons, select content and do activities together. Learning is a product of the child's interaction with the environment.

Experience-Centered Design: This design is similar to the child centered design. Although, the child remains to be the focus, experience-centered design believes that the interests and needs of learners cannot be pre-planned. Instead, experiences of the learners become the starting point of the curriculum, thus the school environment is left open and free. 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. In a school where experience centered curriculum is provided, different learning centers are found, time is flexible and children are free to make options. Activities revolve around different emphasis such as touching, feeling, imagining, constructing, relating, and other. The emergence of multiple intelligence theory blends well with experience-centered design curriculum.

Humanistic Designs: The key lead personalities in this curriculum design were Abraham Maslow and Carl Rogers. Maslow's Theory of self-actualization explains that a person who achieves this level is accepting of self, others and nature; is simple, spontaneous and natural; is open to different experience; possesses empathy and sympathy towards the less fortunate, among many others. The person can achieve this state of self-actualization later in life but has to start the process while still in school. Carl Rogers, on the other hand, believed that a person can enhance self-directed learning by improving self-understanding and basic attitudes to guide behavior. In a

humanistic curriculum, the development of self is the ultimate objective of learning. It stresses the whole person and the integration of thinking, feeling and doing. It considers the cognitive, affective and psychomotor domains to be interconnected and must be addressed in the curriculum. It stresses the development of positive self-concept and interpersonal skills.

3. Problem-Centered Curriculum

Generally, problem- centered design draws on social problems, needs, interest and abilities of the learners. Various problems are given emphases. There are those that center on life situations, contemporary life problems, areas of living and many others. In this curriculum, content cuts across subject boundaries and must be based on the needs, concerns and abilities of the students. Two examples are given for the problem-centered design curriculum.

Life-Situations Design: What makes the design unique is that the contents are organized in ways that allow students to clearly view problem areas clearly. It uses the past and the present experiences of learners as a means to analyze the basic areas of living. As a starting point, the pressing immediate problem of the society and the students' existing concerns are utilized. Based on Herbert Spencer's curriculum writing, his emphases were activities that sustain life, enhance life, aid in rearing children, maintain the individual's social and political relations and enhance leisure, tasks and feelings. The connection of subject matter to real situations increases the relevance of the curriculum.

Core Design: Another example of problem- centered design is core design. It centers on general education and the problems are based on common human activities. The central focus of the core design includes common needs, problems, and concerns of the learners. Popularized by Faunce and Bossing in 1959, they presented ways on how to proceed following a core design of a curriculum as follows:

- The problem is selected by either the teacher or students
- A group agreement is made to identify the important problems and interest of the class Problems are selected on the basis of developed criteria
- The problem is clearly stated and defined
- Areas of study are decided, including dividing the class
- Needed information is listed and discussed
- Resources for obtaining information are listed and discussed

- Information is obtained and organized

- Information is analyzed and interpreted

- Tentative conclusions are stated and tested.

- A report is presented to the class on an individual/group Conclusions are evaluated

- New avenues of exploration toward further problem solving are examined

3. Core Curriculum The term core assumes many meanings. Traditionally includes all required content areas in the school programme. More recently, the term "core" refers to type of course such as general education, united studies, common learning, social living and integral programmes. Regardless of the term that is employed in the school the two ideas common to the concept of core are that they provide experiences needed by all youth and the experiences cut across subject lines. The core curriculum deals problems of persistent and recurring deal with youth and of society irrespective of subject matter lines from martial may be down for the solution of the problems. Experiences have shown that "core" should occupy only portion of the school day.

Objectives of Core Curriculum

The following are the Objectives stated as:

• To provide a youth a common body of experience organized around personal and social problems,

• To give boys and girls successful experience in solving the problem which are real to them here and now, thus preparing them to solve future problems,

• To give youth experience which will lead them to become better citizens in a democracy

• To increase the holding power of the secondary school by providing a program that has meaning for all, these are some of the needs of the core curriculum.

4. Hidden/ Latent Curriculum

A hidden curriculum can be defined as the lessons that are taught informally, and usually unintentionally, in a school system. These include behaviors, perspectives, and attitudes that students pick up while they are at school. This is contrasted with the formal curriculum, such as the courses and activities students participate in. A hidden curriculum is a side effect of an education which are learned but not openly intended" such as the transmission of norms, values, and beliefs conveyed in the classroom and

the social environment. Any learning experience may teach unintended lessons. Areas of hidden curriculum in our schools that mold perspectives of students deal with issues such as gender, morals, social class, stereotypes, cultural expectations, politics, and language. Hidden curriculum is often found within the formal curriculum of a school; this may be partially in what is not taught. Various aspects of learning contribute to the success of the hidden curriculum, including practices, procedures, rules, relationships, and structures. Many school-specific sources, some of which may be included in these aspects of learning, give rise to important elements of the hidden curriculum.

5. Null Curriculum

The 'Null', or 'excluded' curriculum is a concept that was formulated by Elliot Eisner (1979). Eisner suggests that all schools are teaching three curricula: the explicit, the implicit, and the null. The explicit curriculum simply refers to publicly announced programs of study-what the school advertises that it is prepared to provide. Such a program typically includes courses in mathematics, science, social studies, English, art, and physical education. The implicit curriculum, on the other hand, includes values and expectations generally not included in the formal curriculum, but nevertheless learned by students as part of their school experience.

Contribution to Students

- Clear cultural and political statements about what is 'significant' in a society as made by excluding content
- Increased knowledge leads to increased understanding leads to increased acceptance leads to increased and more collaboration
- More than excluded culture/perspectives, null-curriculum can be expressed through excluded methods or modes of expressions
- Deeper understanding, more well-rounded students

2.13 Curriculum alignment

Curriculum alignment is a Process ensuring congruency among

i. The Written Curriculum
ii. The Taught Curriculum
iii. The Tested Curriculum

2.13.1. Purposes of Curriculum Alignment

- To provide a clear understanding of the standards at each grade level and subject area

- To assure instruction at each grade level and subject area is on target.
- To assure all students have an equitable education based on high standards. (National, state, local)

2.13.2 Two forms of Curriculum Alignment

Vertical Alignment

Curriculum Maps-detailed representations of abilities and content that must be covered in each course – help our teachers ensure that students in different classes learn the same things.

For example: The Math department might decide to do a focus unit on problem analysis in Math 10. Each teacher would make sure their students had a firm understanding of how to interpret written problems before students move on to Math 11. This ensures that students are at the same level and it prevents unnecessary repetition or overlap of concepts.

Horizontal Alignment -Cross-grade alignment is when a certain theme or tool is used in different subjects and courses at the same time.

For example: Students may be studying Greek mythology in English, painting Greek deities in Art class and applying the Pythagorean theorem in Math. Alternatively, students might learn about online databases and use this newfound tool to research presentations for Science and History classes.

2.13.3 TWO TYPES OF CURRICULUM ALIGNMENT

Macro alignment

Macro alignment is large scale and focuses on ensuring that the curriculum, instructional practices, and assessments are all aligned.

Micro alignment

Regardless of curriculum-design framework, a map-unit template most likely includes:
- what students will know,
- what students will do,
- a variety of assessments,
- and the incorporation of state or other standards.

Micro alignment is the alliance of these four elements.