

Eighth Edition

CURRICULUM PLANNING

A CONTEMPORARY APPROACH

Forrest W. Parkay Eric J. Anctil Glen Hass

CURRICULUM PLANNING

A Contemporary Approach

EIGHTH EDITION

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Preface

The eighth edition of *Curriculum Planning: A Contemporary Approach* presents the knowledge, skills, and understandings needed by curriculum developers and teachers at all levels of education, from early childhood through adulthood. This edition of *Curriculum Planning* has been completely revised and updated; 37 of the 71 articles in the book are new, with most published during the last three years. The book includes a broad spectrum of articles—from historical perspectives on curriculum planning, to contemporary analyses of trends and issues, to first-person accounts of curriculum planning and implementation.

Several features are designed to meet the needs of students with wide-ranging interests, learning styles, and backgrounds. Each chapter includes a “Teachers’ Voices—Putting Theory Into Practice” section that presents a teacher-authored article. In addition, each chapter in Part III includes a “Case Study in Curriculum Implementation” section that presents a practitioner-authored article that illustrates the complexities of providing leadership for curriculum planning and implementation at the institutional or system-wide level.

To facilitate instruction and to help students study effectively, *Curriculum Planning* includes the following: focus questions at the beginning of each chapter; abstracts and reflection questions for each article; end-of-chapter critical thinking questions, application activities, field experiences, and Internet activities.

Part I, “Bases for Curriculum Planning,” examines the following: goals and values and the three bases of the curriculum (social forces, human development, and learning and learning styles). Part II, “Developing and Implementing the Curriculum,” includes two new chapters: Chapter 5, “Approaches to Curriculum Development,” examines curriculum designs that can be used to develop (or write) curricula. Chapter 6, “Curriculum and Instruction,” focuses on the interrelationships between curriculum and instruction. Part III, “The Curriculum in Action,” emphasizes the application of curriculum planning skills for educational programs for children; early, middle, and late adolescents; and adult learners. At each level, current trends, innovations, and issues are examined from both theoretical and practical viewpoints.

The key role of educational philosophy in curriculum planning is highlighted in the first chapter. Seminal articles by key figures representing each of the four philosophical orientations that had a major influence on curriculum planning during the twentieth century are presented. These sharply contrasting statements bring contemporary trends and issues into clearer focus, and they highlight how each position will continue to be relevant for curriculum planning in the future.

Throughout the book, the interrelationships among past, present, and future perspectives on curriculum planning are stressed. Several articles in this edition address the importance of future planning. Topics covered include curriculum planning

for the future, education and the Information Age, and technology and the Internet. Other topics that receive increased coverage in this edition are media literacy, inclusion, No Child Left Behind, multicultural education, diversity, curriculum standards, assessment of learning, multiple intelligences, learning styles, commercialism in the schools, and critical perspectives on curriculum planning.

Curriculum Planning is designed for upper-level and graduate students in curriculum and instruction, educational leadership, teacher education, foundations of education, and higher education programs. The key principles and concepts discussed throughout the book apply to educational programs at all levels and, for each chapter, special attention has been paid to identifying commonalities between curriculum planning at the K–12 and higher education levels.

Acknowledgment is given to the many authors who have contributed to this book. Their willingness to republish their ideas reflects their dedication to the continuous improvement of curriculum as a field of study. We also wish to thank the following reviewers who provided concise, helpful suggestions for this edition: Adel T. Al-Bataineh, Illinois State University; Claudette Ligons, Texas Southern University; and Allen H. Seed, University of Memphis. For steadfast support and encouragement while preparing this edition of *Curriculum Planning* and expert advice during all phases of manuscript preparation, we would like to thank Traci Mueller, acquisitions editor at Allyn and Bacon, and Janice Hackenberg, former editorial assistant. In addition, special thanks to Hillary Boman-Dunham, Washington State University, for her behind-the-scenes assistance with all the preproduction details.

Forrest W. Parkay gives a sincere thanks to students in his Basic Principles of Curriculum Design classes at Washington State University. Their insightful comments and suggestions have enriched this edition of the book. In addition, he thanks Wu Mei for her friendship, spiritual support, and encouragement during the revision process—ni shi diyige, ye shi zuihou yige, wode yiqie. Lastly, he wishes to acknowledge his considerable debt to Glen Hass who authored the first edition of *Curriculum Planning* and over the years developed a solid conceptual framework for examining the complexities of curriculum planning. He was an impressive curriculum scholar, an inspirational mentor, a valued colleague, and a good friend—it is to his memory that this and future editions of *Curriculum Planning* is dedicated.

Eric J. Anctil would like to thank his partner, Tina, for her patience during the revision process and Jack, his son, for helping to keep his priorities in order.

F.W.P.

E.J.A.

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PART I

BASES for CURRICULUM PLANNING

CHAPTER 1

Goals and Values

FOCUS QUESTIONS

1. What is meant by the term *curriculum*?
2. What are the differences between curriculum and instruction?
3. What are the bases for curriculum planning?
4. What criteria can be used to plan, develop, and implement curricula?
5. What are five broad, general goals for the curriculum?
6. How do values influence curriculum planning?

The eighth edition of *Curriculum Planning: A Contemporary Approach* contains the knowledge and resources you will need to plan and implement a curriculum. Whether you are a teacher, principal, supervisor, or curriculum coordinator in a K–12 setting; instructor or academic administrator in higher education; or director of an educational program in business or other nonschool setting, you will make many curriculum-related decisions that will influence student learning. To provide all learners—those with diverse cultural backgrounds, needs, abilities, learning styles, and prior educational experiences—with curricular experiences that are meaningful and growth promoting is not easy; however, this book is designed to guide you through the complex processes of curriculum planning.

While this book raises many questions about curriculum planning, its purpose is not to settle these questions, but to help you understand the processes involved in curriculum planning. The book also suggests ways to improve curriculum planning. For example, if higher standards is currently the public's dominant demand for education (see Kim Marshall's "A Principal Looks Back: Standards Matter" in Chapter 5), then

educators must raise questions like the following: What is excellence in education? For what purpose is it sought? How can it be achieved? How can it be measured? Which is more important—the pursuit or the achievement of excellence?

If excellence is a major curriculum goal, its attainment will depend primarily on decisions made by curriculum planners and teachers. A goal of *Curriculum Planning: A Contemporary Approach*, then, is to enable you to be professionally accountable when you make those decisions. Accountability requires that your decisions be informed by an understanding of curriculum goals and values, the bases of the curriculum, and curriculum criteria. In addition, professional accountability requires the ability to apply the knowledge, methods, and skills developed by curriculum theorists, researchers, and practitioners. By studying the processes of curriculum planning as perceived by the contributing authors of this book, you will continue to develop your own professional competencies.

To become competent in curriculum planning, you must understand how society, stages of human development, and theories of learning and learning styles influence the curriculum. In addition, you must understand the importance of achieving a balance among these three elements as you plan and implement the curriculum. At the beginning of this complex process, however, you should be able to answer the following question: What is meant by the term *curriculum*?

DEFINITIONS OF CURRICULUM

Educational practitioners, theorists, and researchers have used the term *curriculum* in various ways, with no definition universally accepted. Among the definitions currently used are the following:

1. A course of study; derived from the Latin *currere*, meaning to run a course
2. Course content; the information or knowledge that students are to learn
3. Planned learning experiences
4. Intended learning outcomes; the *results* of instruction as distinguished from the *means* (activities, materials, etc.) of instruction
5. All the experiences that students have while at school or in a nonschool educational program (Parkay & Stanford, 2004, p. 343)

Naturally, no one of these five is the “right” definition. Instead, how we define curriculum reflects our purposes and the educational setting within which we work.

Differences between Curriculum and Instruction

When the term *curriculum* is used to refer to planned learning experiences, it is clear that curriculum and instruction are interdependent, not separate and mutually exclusive. Experiences that are planned for learners, of course, include teachers’ planning for instruction and the methods they actually use to teach the material. Thus, curricu-

lum and instruction are part of the same process, a process that consists of planning experiences that lead to students' learning and growth.

While there is some warrant for saying that curriculum refers to the *what* of education and instruction the *how*, each has implications for the other. Chapter 6 is devoted to examining two key points regarding curriculum and instruction: (1) the terms *curriculum* and *curriculum planning* also refer to the *instruction* and *planning for instruction* which are essential elements of effective educational programs, and (2) effective teachers are those who engage in the full spectrum of curriculum and instruction—from planning the *what* of the curriculum to planning the *how* of instruction.

A Comprehensive Definition of Curriculum

None of the preceding views of curriculum are adequate in terms of the needs and trends that will characterize our lives in the future. Though mindful of the previous statement that there is no “right” definition of curriculum, we have found the following definition useful: *The curriculum is all of the educative experiences learners have in an educational program, the purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society.*

In this definition, the term *educational program* has major significance. It means that the curriculum is a planned program developed by teachers and other professionals. In addition, the term means that the planned experiences may occur not only in a school, but in a community agency, a business, or any other setting that has an educational program. This definition of *curriculum* also incorporates the following points:

1. The curriculum is preplanned. *Curriculum planning* involves gathering, sorting, synthesizing, and selecting relevant information from many sources. This information is then used to design experiences that enable learners to attain the goals of the curriculum.
2. The planned objectives of a curriculum are developed in light of theories and research on social forces, human development, and learning and learning styles.
3. Many decisions must be made while planning a curriculum, and these decisions should be made in light of specific, carefully thought out criteria.
4. Planning for instruction is a major part of curriculum planning, since instruction often has a greater influence on learners than the preplanned curriculum, which may be partially, even totally, ignored by the teacher. This is as it should be, since the teacher usually has the greatest knowledge of learners and their needs. Nevertheless, when planning for instruction, the teacher, like the curriculum planner, should be guided by theories and research on social forces, human development, and learning and learning styles.
5. The curriculum that each learner comes to know is the result of experiences had while participating in learning opportunities provided by the teacher. Thus, each student plays an important role in determining the *experienced curriculum*.

BASES OF THE CURRICULUM

The three bases of curriculum planning provide a framework for the organization of much of this book. These bases—*social forces*, *theories of human development*, and *the nature of learning and learning styles*—are a major source of guidance for decision making in curriculum planning and planning for instruction. The next three chapters in Part I are devoted to the study of these curriculum bases.

Social Forces

All civilized societies establish schools and programs of education to induct children and youth into the culture and to transmit the society's culture and way of life. K–12 schools, higher education, and educational programs in nonschool settings operate in the midst of an ever-changing array of social forces and trends. Thus, one of the major areas to be considered in curriculum planning must be social forces that include, but are not limited to, the following: (1) social goals, (2) conceptions of culture, (3) the tension between cultural uniformity and diversity, (4) social pressures, (5) social change, and (6) futures planning.

Theories of Human Development

K–12 schools and institutions of higher education emerged in the United States before we knew much about human development and individual differences. However, knowledge of human development and related theories and research expanded significantly during the twentieth century, so that today a vast body of knowledge is available to guide the work of curriculum planners. We understand, for example, that children are not small adults and that human beings are qualitatively different at the various age levels for which we must target curriculum planning and instruction. Therefore, knowledge of human development is an essential basis of the curriculum because it enables curriculum planners to provide for age-related and individual differences among learners.

The Nature of Learning and Learning Styles

Knowledge about how human beings learn also increased significantly during the twentieth century. The complexities of learning and individual differences among learners led to the development of several theories of learning that have been tested and refined through carefully controlled research studies. Today's curriculum planners are guided by many of these theories, some of which describe different kinds of learning. Other theories describe the "learning styles" that individuals prefer to use when they process information and seek meaning. Since there are many differences among learners, various learning theories can guide curriculum planners as they address questions such as: How does each learner process information? How does he or she seek