



ELEMENTS/COMPONENTS OF THE CURRICULUM







 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design.







Component 1:

 Curriculum Aims, Goals
and Objectives







Aims of Elementary Education

- Provide knowledge and develop skills, attitudes, values essential to personal development and necessary for living in and contributing to a developing and changing society.
- Provide learning experiences which increase the child's awareness of and responsiveness to the changes in the society;
- Promote and intensify knowledge, identification with and love for the nation and the people to which he belongs; and
- Promote work experiences which develop orientation to the world of work and prepare the learner to honest and gainful work.







Aims of Secondary Education

- Continue to promote the objectives of elementary education and
- Discover and enhance the different aptitudes and interests of students in order to equip them with skills for productive endeavor and or to prepare them for tertiary schooling.







Aims of Tertiary Education

- Provide general education programs which will promote national identity, cultural consciousness, moral integrity and spiritual vigor;
- Train the nation's manpower in the skills required for national development;
- Develop the professions that will provide leadership for the nation; and
- Advance knowledge through research and apply new knowledge for improving the quality of human life and respond effectively to changing society.







School Vision and Mission

Example of school's vision:

 A model performing high school where students are equipped with knowledge, skills and strength of character to realize their potential to the fullest.

Example of school's mission:

• To produce globally competitive lifelong learners.







Domains

- Cognitive knowledge, comprehension, application, analysis, synthesis, evaluation
- Affective receiving, responding, valuing, organization, characterization
- Psychomotor perception, set, guided response, mechanism, complex overt response, adaptation, origination.







Component 2

Curriculum
Content or
Subject Matter









Subject-centered view of curriculum

 The fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of the world.







Learner-centered view of curriculum

- Relates knowledge to the individual's personal and social world and how he or she defines reality.
- Gerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience."





Criteria used in selection of subject matter for the curriculum:







- Self-sufficiency "less teaching effort and educational resources, less learner's effort but more results and effective learning outcomes – most economical manner (Scheffler, 1970)
- Significance contribute to basic ideas to achieve overall aim of curriculum, develop learning skills.







- Validity meaningful to the learner based on maturity, prior experience, educational and social value.
- Utility usefulness of the content either for the present or the future.







- Learnability within the range of the experience of the learners
- Feasibility can be learned within the time allowed, resources available, expertise of the teacher, nature of learner







 Principles to follow in organizing the learning contents (Palma 1992):







 Balance – Content curriculum should be fairly distributed in depth and breadth of the particular learning or discipline. This will ensure that the level or area will not be overcrowded or less crowded.







- Articulation Each level of subject matter should be smoothly connected to the next, glaring gaps or wasteful overlaps in the subject matter will be avoided.
- Sequence This is the logical arrangement of the subject matter. It refers to the deepening and broadening of content as it is taken up in the higher level.







 The horizontal connections are needed in subject areas that are similar so that learning will be related to one another. This is INTEGRATION.







 Learning requires a continuing application of the new knowledge, skills, attitudes or values so that theses will be used in daily living. The constant repetition, review and reinforcement of learning is what is referred to as CONTINUITY.







Component 3

Curriculum Experience









 Instructional strategies and methods will link to curriculum experiences, the core and heart of the curriculum. The instructional strategies and methods will put into action the goals and use of the content in order to produce an outcome.







 Teaching strategies convert the written curriculum to instruction. Among these are time tested methods, inquiry approaches, constructivist and other emerging strategies that complement new theories in teaching and learning. Educational activities like field trips, conducting experiments, interacting with computer programs and other experiential learning will also form par of the repertoire of teaching.







- Whatever methods the teacher utilizes to implement the curriculum, there will be some guide for the selection and use. Here are some of them:
 - Teaching methods are means to achieve the end
 - There is no single best teaching method







Teaching methods should stimulate the learner's desire to develop the cognitive, affective, psychomotor, social and spiritual domain of the individual.

In the choice of teaching methods, learning styles of the students should be considered.







Every method should lead to the development of the learning outcome in three domains
Flexibility should be a consideration in the use of teaching methods







Component 4

Curriculum Evaluation

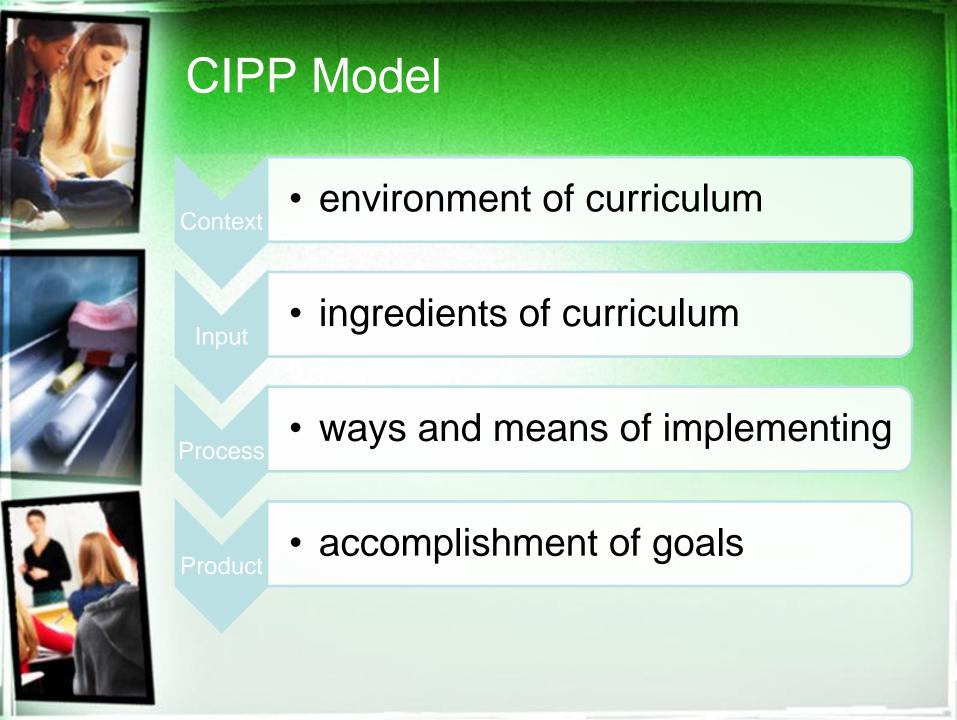








 To be effective, all curricula must have an element of evaluation. Curriculum evaluation refer to the formal determination of the quality, effectiveness or value of the program, process and product of the curriculum. Several methods of evaluation came up. The most widely used is Stufflebeam's **CIPP Model.** The process in CIPP model is continuous and very important to curriculum managers.









- Regardless of the methods and materials evaluation will utilize, a suggested plan of action for the process of curriculum evaluation is introduced. Theses are the steps:
 - Focus on one particular component of the curriculum. Will it be subject are, the grade level, the course, or the degree program? Specify objectives of evaluation.







Collect or gather the information. Information is made up of data needed regarding the object of evaluation.

Organize the information. This step will require coding, organizing, storing and retrieving data for interpretation.







Analyze information. An appropriate way of analyzing will be utilized.

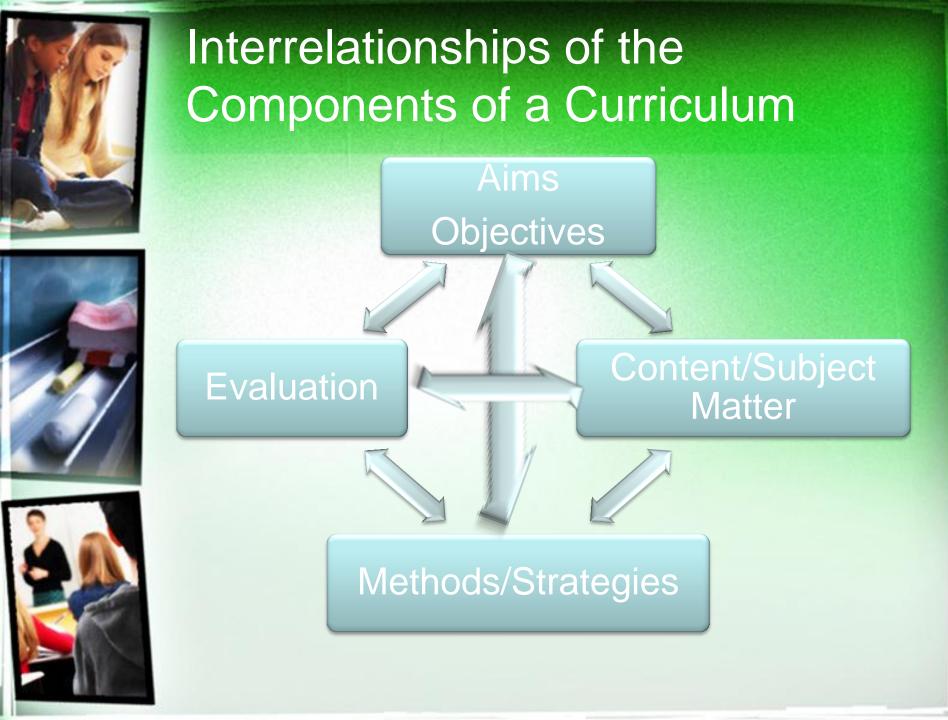
Report the information. The report of evaluation should be reported to specific audiences. It can be done formally in conferences with stakeholders, or informally through round table discussion and conversations.







Recycle the information for continuous feedback, modifications and adjustments to be made.









Thank you for listening!

