

# Steps of Curriculum Development

02 Design



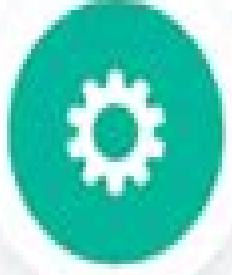
03 Selecting



04 Formation



05 Review



01 Analysis



# Curriculum Planning A Ten Step Process

**Jin-Ying Zhang**



## **Curriculum Planning A Ten Step Process:**

*Curriculum Planning* Weldon F. Zenger, Sharon K. Zenger, 1982 To assist school district personnel in planning and developing curriculums this handbook describes and explains a 10 step process and provides supporting examples checklists and references A brief introduction suggests how to use the handbook Each of the 10 following sections then presents one step explains its substeps and offers a checklist that shows whether a substep is being considered or planned has been completed or is not needed The 10 steps involve 1 identifying or stating a curricular need 2 developing curricular goals and objectives 3 planning and organizing resources and identifying constraints 4 organizing and stating the functions of curriculum committees 5 establishing the roles and responsibilities of personnel involved 6 identifying and analyzing new curriculums or programs to meet the curricular need 7 assessing and selecting the new curriculum 8 designing the new curriculum 9 implementing the new curriculum and 10 evaluating the curriculum Five appendices offer checklists for developing curriculum guides and evaluating textbooks provide a sample curriculum unit and present simulations of a reading program assessment and the selection of a computer using the 10 step process RW [The Parallel Curriculum in the Classroom, Book 1](#) Carol Ann Tomlinson, Sandra N. Kaplan, Jeanne H. Purcell, Jann H. Leppien, Deborah E. Burns, Cindy A. Strickland, 2005-08-30 Further developing key ideas from the highly acclaimed original book these essays include guidelines for designing curriculum units based on the Parallel Curriculum Model **Effective Teaching Methods** Gary D. Borich, 2007 The goal of this text is to prepare prospective teachers to meet the challenges of today s changing classrooms by providing effective practical research based practices in an accessible conversational style Material is based on a quarter century of actual in classroom research that makes it possible to replace anecdotal suggestions for good teaching with solidly research grounded strategies empirically related to positive outcomes **Resources in Education** ,1984 *Developing the Curriculum* Peter F. Oliva, 2005 This highly readable practical text guides students step by step through the process of curriculum development providing a solid foundation of key models and concepts *Developing the Curriculum* Sixth Edition is full of references to classic and current curriculum writings providing students with a synthesis of historic and contemporary principles and practices associated with creating an effective curriculum In addition the author introduces a model that combines curriculum and instruction and carefully explores issues and challenges at each stage Features Up to date coverage reflects today s best practices and current trends in current development Actual examples are interspersed throughout each chapter to reinforce major chapter content Each chapter contains objectives Website and media references end of chapter questions as well as supplementary exercises providing students the opportunity to critically analyze and review key concepts and strategies Extensive bibliographies enable students to conduct research on chapter topics Chapter 15 Issues in Curriculum Development provides clear and concise analyses accompanied by an easy to use bibliography An Appendix provides teachers with references to ERIC Clearinghouses Regional Educational Laboratories National Research

and Development Centers Institute of Education Sciences and curriculum journals Peter F Oliva formerly professor and chairperson at Southern Illinois University Florida International University and Georgia Southern University is author of several textbooks He has taught in high school and at the Universities of Florida Hawaii Mississippi and Indiana State University

*A Practical Guide to Early Childhood Planning, Methods, and Materials* Evelyn A. Petersen,1996 This very practical Guide is aimed at helping pre service and inservice teachers put early childhood theories and information into daily practice Aimed at long range short range and daily lesson planning it s coverage of such topics as How to Plan and Document Individualized Teaching and Creating Developmentally Appropriate Lesson Plans should be useful to anyone working with young children An excellent very complete book with step by step suggestions for real world planning and implementation of developmentally appropriate learning experiences for 3 to 5 year olds

*Helping Teachers Teach* Philip M. Turner,1993 Promotes the participation of the school library media specialist s role as an instructional consultant

**Community and Junior College Journal** ,1983

*Human Resource Development* William J. Rothwell,H. C. Kazanas,1994

*Guide for Developing and Evaluating School Library Media Programs* ,2000 With simple straight forward directions and hundreds of reproducibles this book provides you with a step by step guide for evaluating your school library media program Individual chapters cover standards programs preparation of media personnel certification continuing education personnel and evaluation leadership planning and management resources and facilities Many of the concepts and guidelines of Information Power have been incorporated into the text

*Paperbound Books in Print* ,1992

**Career Education Handbook** ,1986 a practical planning and implementation guide for K 12 curriculum improvement in a context called Career Education and some direction for planning beyond the high school experience for continued learning and work placement □□□□□□ ,1993

**Subject Guide to Forthcoming Books** ,1983 Presents by subject the same titles that are listed by author and title in Forthcoming books

Resources in Education ,1995

**Who's Who in the Midwest, 1984-1985** Marquis Who's Who, LLC,1984

**Handbook for Middle School Teaching** Paul S. George,Gordon Lawrence,Donna Bushnell,1998 This handbook balances research based discussion and practical ideas Includes a wealth of field based and reflective activities readings and in service examples The new edition emphasizes teacher teamwork and differentiation of instruction two of the most significant new directions in middle level education A new chapter on different learning styles Ch 5 stresses developing appropriate skills to fit individual teaching styles and classrooms Also new chapters on home child and middle school Ch 6 teacher as advisor Ch 9 teacher directed instruction Ch 13 teaching gifted and at risk students in regular classrooms Ch 14 and making seatwork work Ch 15 reflect some of the latest trends today

**An Implementation Plan for Total Quality Management (TQM) Principles in the Secondary Level Performance-based, Choral Music Classroom** Kevin Earl Morrissey,1998

The Parallel Curriculum in the Classroom ,2006

Integrating Computer Technology Into the Classroom Gary R. Morrison,Deborah L. Lowther,2005 This book focuses on integrating computers into teaching through the use of an

inquiry based easy to use model for creating lesson plans Teachers can use this 10 step process to design student centered learning environments in which computer technology is integrated as a tool for learning rather than as a delivery mechanism In addition this book provides many practical examples and tips throughout to facilitate student understanding of chapter content Rethinking Computers and Instruction iNtegrating Technology for inQuiry The NTeQ Model Teacher as Designer I Teacher s Toolbox Teacher as Designer II Teacher s Lesson Planning Implementation From Plan to Action Teacher as Facilitator Managing the Classroom The Role of Assessment Word Processing Spreadsheets Databases Presentation of Results The Internet in the Classroom Educational Software Computers as a Tool for Teachers

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