
**PART I: THE CURRICULUM: Theoretical Dimensions**

Chapter 1: Curriculum and Instruction Defined
1. If asked at a job interview to define *curriculum*, what would you say? What definitions from this chapter would you draw upon?
2. How would you explain the relationship between curriculum and instruction? Which model from this chapter would help you to explain the relationship?

Chapter 2: Principles of Curriculum Development
3. Which of the ten axioms makes the most sense to you? How would you explain it to someone not in this course?

**PART II: CURRICULUM DEVELOPMENT: Roles of School Personnel**

Chapter 3: Curriculum Planning: A Multi-Level, Multi-Sector Process
4. What types of curriculum planning are done at each of the five levels and three sectors of planning shown on p. 51?

Chapter 4: Curriculum Planning: The Human Dimension
5. What roles do the following people play in helping to develop a school’s curriculum?
   » principal  » curriculum leader  » teachers  » students  » parents and citizens

**PART III: CURRICULUM DEVELOPMENT: Components of the Process**

Chapter 5: Models for Curriculum Development
6. How would you explain Peter Oliva’s model for curriculum development (p. 138) to someone not in this course? If there are too many boxes, circles, and arrows to make his flowchart useful to you, create a simplified version of your own.

Chapter 6: Philosophy and Aims of Education
7. Which educational philosophy (p. 157) is the best match to your own beliefs? Offer an aim of education (p. 146) and tell how it suits the philosophy that you have chosen.

Chapter 7: Needs Assessment
8. What are some things that *students* need from schools? What are some things that *society* needs its students to get from schools? What are some ways that schools try to meet these needs through their curricula?

Chapter 8: Curriculum Goals and Objectives
9. How is a *curriculum goal* (p. 223) different from an educational aim? How is a *curriculum objective* (p. 224) different from a curriculum goal? How do schools use curriculum goals and curriculum objectives?
Chapter 9: Organizing and Implementing the Curriculum
10. What is one thing that teachers ought to know from the sections of this chapter that you read? Why is it important for them to know that?

Chapter 10: Instructional Goals and Objectives
11. How is an instructional goal (p. 324) different from a curriculum goal? How is an instructional objective (p. 324) different from an instructional goal? How do teachers use instructional goals and instructional objectives?
12. How do the cognitive (pp. 319 & 325), affective (pp. 320 & 325), and psychomotor domains (pp. 322 & 325) differ? How do teachers use these domains when planning instructional goals and writing instructional objectives?

Chapter 11: Selecting and Implementing Strategies of Instruction
13. How do teachers select instructional strategies for whatever they plan to teach?
14. How does a unit plan (p. 350) differ from a lesson plan (p. 354)? How do teachers use each of them?

Chapter 12: Evaluating Instruction
15. How do preassessment (p. 375), formative assessment (p. 376), summative assessment (p. 377), and alternative assessment (p. 386) differ? How do teachers use each of them?
16. What methods of assessment work well for evaluating students’ achievement of objectives in the cognitive domain? in the affective domain? in the psychomotor domain?

Chapter 13: Evaluating the Curriculum
17. How would you explain—to someone not in this course—each of the eight concepts of curriculum construction (p. 416)? How do schools use these eight concepts to evaluate their curricula?

PART IV: CURRICULUM DEVELOPMENT: Products and Issues

Chapter 14: Curriculum Products
18. How do curriculum guides (p. 460) and resource units (p. 465) differ from unit plans? How do teachers use curriculum guides and resource units?

Chapter 15: Issues in Curriculum Development
19. What is one thing that teachers ought to know from the sections of this chapter that you read? Why is it important for them to know that?

Overall
20. How does what you have learned from this book fit in with what you already knew about curriculum and instruction? What new information did you gain? How will you use ideas from this book as a professional educator yourself?