After studying this chapter, you should be able to
1. distinguish between goals and objectives.
2. distinguish between aims of education and curriculum goals and objectives.
3. distinguish between curriculum goals and objectives and instructional goals and objectives.
4. specify and write curriculum goals.
5. specify and write curriculum objectives.

Terms to Know
- aims of education (ch. 6, p. 146)
- curriculum goals (ch. 6, p. 146 and ch. 8, p. 214)
- curriculum objectives (ch. 6, p. 146 and ch. 8, p. 216)
- instructional goals (ch. 6, p. 147)
- instructional objectives (ch. 6, p. 147)
- hierarchy of outcomes (p. 212)
- state standards and benchmarks (pp. 215-216)
- outcomes-based education (p. 225)
- validation (p. 226)
- determining priority (p. 226)
- curriculum committee (p. 226)

Points to Consider
A. Recall the Oliva model for curriculum planning (ch. 5, p. 138). See the boxes marked III and IV ("specification of curriculum goals" and "specification of curriculum objectives")? This chapter (ch. 8) expands on those steps in the curriculum planning process.

B. Oliva lists the purposes of education as a hierarchy (p. 212) from the broadest to the narrowest:
After reading the chapter, can you demonstrate the hierarchy with examples from the subject that you will teach? You could start with a general aim of education and work your way downward to a specific lesson that you might teach, or start with a particular lesson’s objective and trace it backward to a broad aim of education.

C. On p. 217, note the difference between curriculum goals and objectives that apply across disciplines (perhaps they are goals and objectives of an entire district, or of a school building, or of a grade level) and those that are specific to a particular subject area or grade level.

D. On pp. 217-220, note the common sources of curriculum goals: the state, the school district, and the individual school. After reading the chapter, can you articulate why goals and objectives for curriculum and instruction really cannot be made at the national level? Can you say why states really cannot (or perhaps ought not) formulate anything more specific than curriculum goals?

E. On p. 223, note the four characteristics of curriculum goals as well as the examples above them in a bulleted list. Following Oliva’s format and keeping in mind his four characteristics, can you add your own example to his samples of curriculum goals?

F. On pp. 223-224, note the three elements that, when added to a curriculum goal, turn it into a curriculum objective. Take the sample curriculum goal that you just wrote (above) and add the three elements in order to turn it into a more specific objective.

G. After reading the chapter, can you say what you might be expected to do if asked to serve on a curriculum committee?