

## Curriculum and Planning: A Contemporary Approach

Author, Year Article	Abstract
Robert F. Hutchinson, 1938 (perennialist)  <i>The Organization and Subject-Matter of General Education</i>	Developed a curriculum based on the Great Books ... advocate of perennialist philosophy: (1) promote search for truth; (2) focus on ideas and cultivation of rationality and intellect; (3) stimulate student thought by using critical and significant ideas.
John Dewey, 1938  <i>Traditional vs. Progressive Educations</i>	<p>Most eloquent speaker for progressive education criticized others for distorting his work: especially the emphasis on the learning without focusing on the subject matter and the needs for adults to give guidance to learners.</p> <p>A key principle of progressive education is the continuity of experience ... instead of presenting subject matter that is <b>beyond</b> the life experience of learners, the curriculum should begin with material that falls <b>within</b> those experiences. Once this connection has been established, the subject can be developed progressively into a fuller, richer, and more organized form (this knowledge becomes instrumental for further learning).</p>
Erik Erikson, 1951  <i>Developmental Stages...Mid-century White House Conference on Children &amp; Youth</i>	Erikson developed a model for psychosocial development for human beings: (1) basic trust v. mistrust; (2) autonomy v. shame/doubt; (3) initiative v. guilt; (4) industry v. inferiority; (5) identity v. role confusion; (6) intimacy v. isolation; (7) generativity v. stagnation; (8) ego integrity v. despair ... each stage has a “psychosocial crisis” and each results in increased overall ego strength characterized by eight virtues: hope, will, purpose, competence, fidelity, love, care, and wisdom.
Howard Gardner, 1996  <i>Probing More Deeply into the MIs</i>	Gardner originate MI Theory ... the intelligences are based on specific criteria and “come into being” when they react with specific real world content.
Jerome Bruner, 1963  <i>Structures in Learning</i>	Each discipline has structure and students can be provided with experiences that enable them to discover the structure. The aim of learning, therefore, is to acquire the processes of learning (as opposed to learning about the discipline).
Glen Hass, 1961  <i>Who Should Plan the Curriculum?</i>	Many individuals have a role to play in curriculum planning: <ul style="list-style-type: none"> <li>• scholars from the discipline provide input on what should be taught and how it should be implemented;</li> <li>• parents and other citizens in our pluralistic society should help formulate goals and values;</li> <li>• students can participate in seven aspects of curriculum planning (from determining what is studied to identifying methods of evaluating success in learning); and</li> </ul>

	Educators play a key role in creating structures that facilitate the processes of collaborative curriculum planning.
Elizabeth Jones, 1997 <i>Playing in My Job</i>	The use of directed teaching in many kindergartens and preschools may undermine children's competence and self-esteem. Children shape their identities, acquire language and social skills, and explore the world around them through play. Therefore, a "play curriculum" is developmentally appropriate for the 3 to 5 year-old child.
Gerald W. Bracey, 1996 <i>What's Ahead in Elementary Education?</i>	Elementary curriculum has show remarkable continuity over the years ... standards, role of technology, interdisciplinary instruction, charter schools ... these trends will take years to affect teaching and learning in elementary schools. Parents are the reason for the slow pace of change in the elementary curriculum (nostalgia and "amnesia" regarding schools of a bygone era).
David Elkind, 1996 <i>Early Childhood Education: What Should We Expect?</i>	The benefits of ECE depend upon program quality and the number of SES risk factors the children possess. Researchers cite gains in literacy and numeracy skills are the most important benefits, while kindergarten teachers believe social and emotional skills are most important. It is, therefore, impossible to generalize about the benefits of these programs. ECE should be seen as a unique stage in life, a time for liberation and exploration rather than intervention and remediation.
Maria Montessori 1909 <i>The Montessori Method</i>	Key aspects include: multiage groupings, blocks time to work that include guided choice of work activity.  Noteworthy quote: <i>"The subject of our study is humanity; our purpose is to become teachers. Now, what really makes a teacher is love for the human child; for it is love that transforms the social duty of the educator into the higher consciousness of a mission"</i> (Kramer, 1976, p. 98).
Merrill M. Oaks, Richard Gantman, and Melvin Pedras, 2000 <i>Technological Literacy: A 21<sup>st</sup> Century Imperative</i>	Technology literacy is an imperative for the future. Students in technology education programs should connect theory and practice through applied learning, thematic curricula, and project-based learning.
M. Lee Manning and Richard Saddlemire, 1996 <i>Implementing Middle School Concepts into High Schools</i>	Four middle school concepts (i.e., advisor-advisee, exploratory programs, interdisciplinary teams, efforts to promote a positive school climate) have shown an increase in students' achievement, positive and humane behaviors, and improved attitudes.
TheodoreSizer, 1996 <i>New Hope for High Schools: Lessons from Reform-</i>	This excerpt from <i>Horace's Hope: What Works for the American High School</i> examines four factors that account for the gap in common sense and school practice. Effective schools, according toSizer, have stable leadership, perceive

<i>Minded Educators</i>	each child as an individual, continually readjust goals based on children/staff/community, and have a climate based on respect and genuine communication.