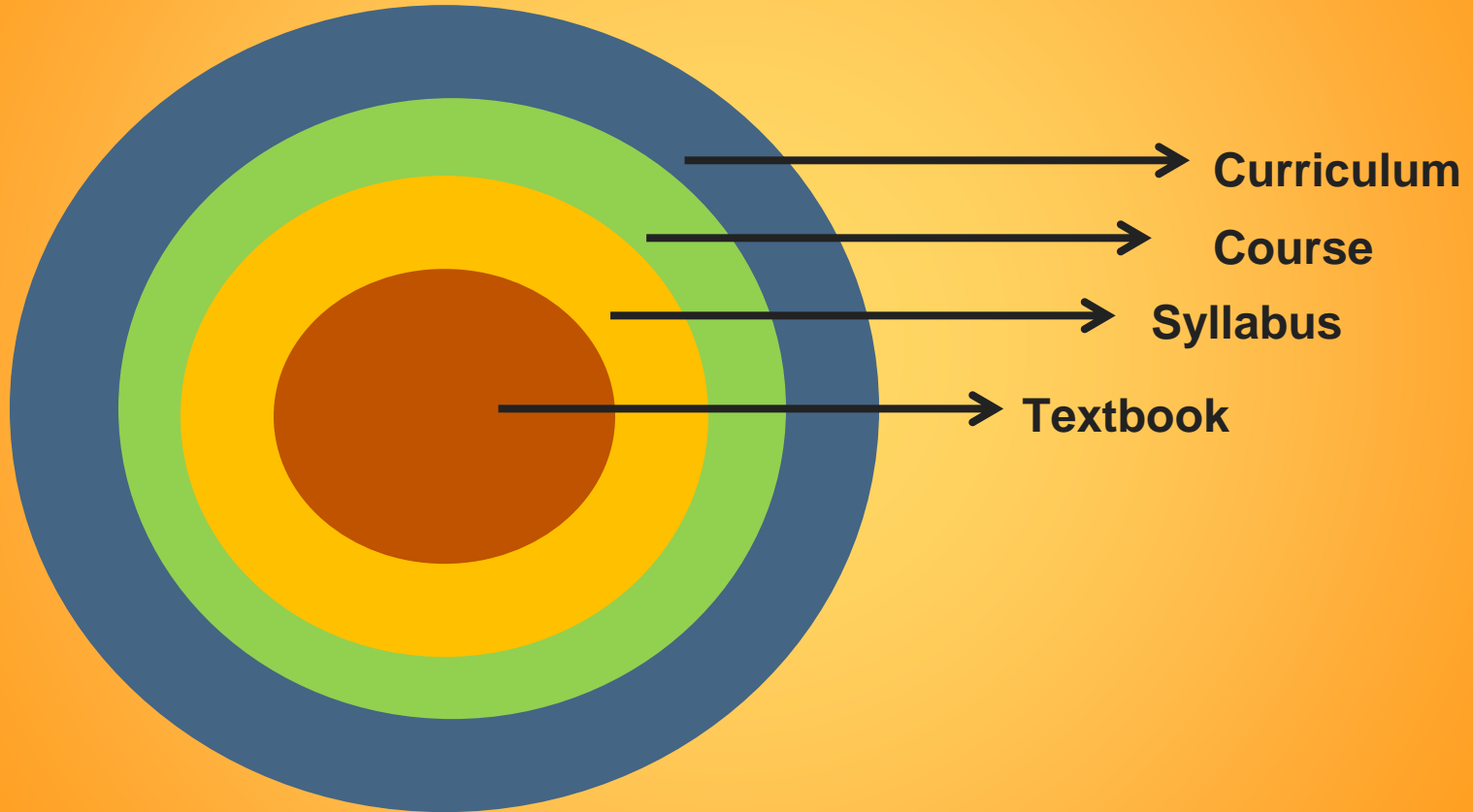




Scope and sequences



Curriculum



Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills



Curriculum



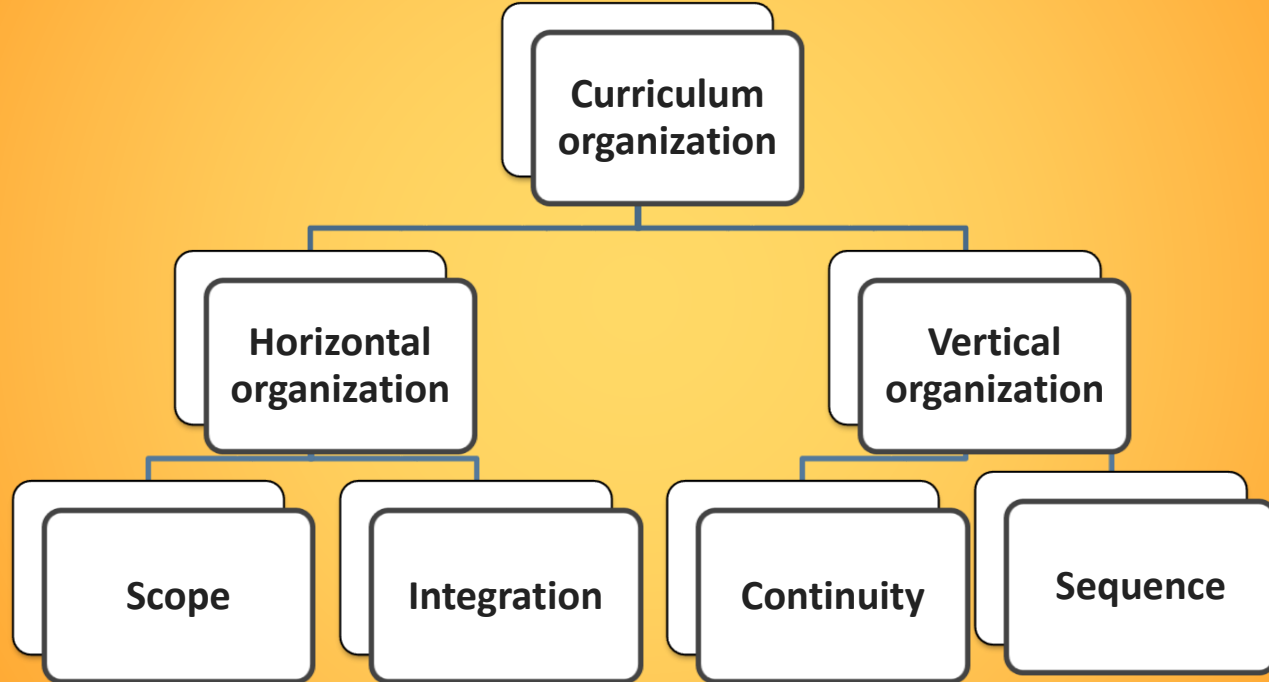
- Whole education system revolves around in search of what? why? and how?
- Curriculum is the centre point and everything revolves round it.
- It refers to the conditional experiences that learner should undergo during a certain phase of their lives.
- It refers to the lessons and academic content taught in a school or in a specific course or program

Process of Curriculum Development



- Assessment of educational needs
- Formulation of objectives
- Selection and organization of content
- Selection and organization of learning experiences
- Evaluation

Curriculum Organization



Curriculum Organization



Horizontal Organization

- The **scope** and **integration** of curricular contents from different knowledge domains within a particular grade level
- Balance to develop integration between subjects, disciplines or knowledge domains
- **Widening** of knowledge

Vertical Organization

- Organization of content according to the **sequence**
- **Continuity** of learning within a given knowledge domain or subject over time
- Vertical articulation to improve coherence
- **Deepening** of knowledge

Curriculum Organization



Horizontal Organization

Grade-6	Social Studies	Science	Mathematics
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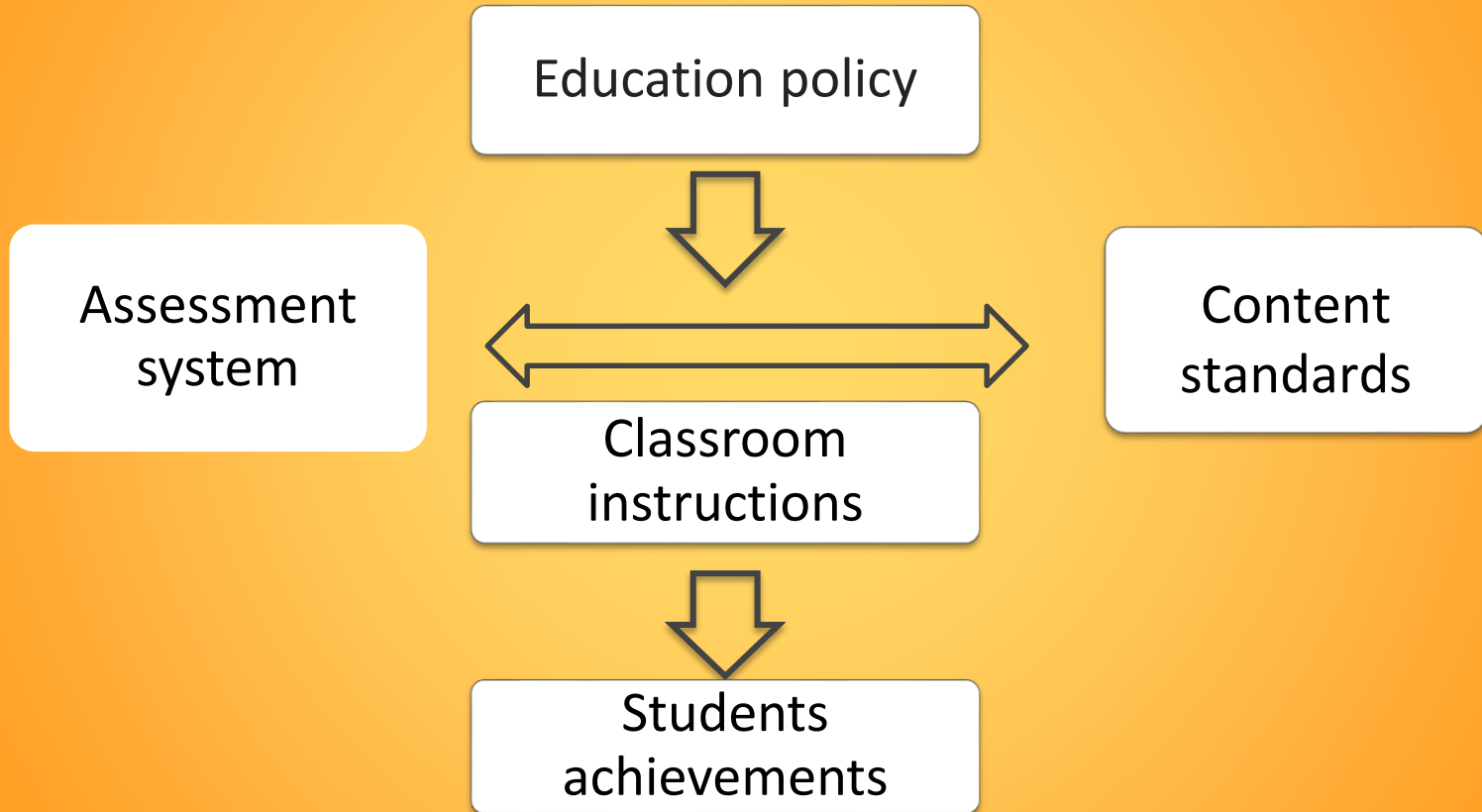


Vertical Organization

Grade-3	Apply arithmetic operations to solve problems	Multiply - divide decimals
Grade-2	Add - subtract decimals	Multiply - divide integers
Grade-1	Add - subtract integers	Tables



Curriculum Organization



Stakeholders of Curriculum



- Learners
- Teachers
- Curriculum managers and administrators
- Parents
- Community members
- Other stakeholders in curriculum implementation



Teacher

a stakeholder of curriculum

Teacher – as a planner



- Knows their students' needs better than others involved in curriculum process.
- Can provide insights into the types of materials, activities and specific skills that need to be included in the curriculum.

Teacher – as a maker and a developer



- Writes a curriculum daily through a lesson plan, unit plan or a yearly plan.
- Addresses the goals, needs, interests of the learner by creating experiences from where the students can learn.
- Designs, enriches and modifies the curriculum to suit the learners' characteristics.
- They are part of textbook committee, faculty selection boards, school evaluation committees or textbook writers themselves and so become architects of school curriculum.

Teacher – as an implementer

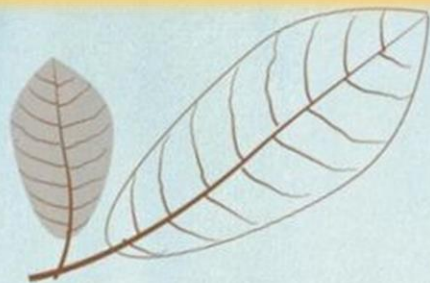


- In this stage, the teacher gives life to the written material.
- His/her role has shift from planning to doing such as guiding, facilitating and directing activities.

Teacher – as a reflector



- Giving students surveys.
- Reviewing results.
- Analyzing assessment data and individual students performance.



The *child*
is the true
curriculum.

-Sally Haughey