

# CONTENTS

<i>Preface</i>	iii
<i>List of Tables</i>	x
<i>List of Figures</i>	xi
<b>I Curriculum Planning in Theory and Practice</b>	<b>1</b>
Concepts of the Curriculum	2
Theories of Curriculum Planning	7
Relating Curriculum Theory and Curriculum Systems: Some Viewpoints	12
Curriculum as a System	17
The Curriculum Planning Process	26
Components of the Curriculum	37
Who Plans the Curriculum?	42
The Marks of a "Good" Curriculum (Plan)	44

<b>2</b>	<b>Processes and Roles in Curriculum Planning</b>	<b>47</b>
	The Products of Curriculum Planning—The Plans	47
	Decision-Making in Curriculum Planning	51
	Roles of Various Groups in Local Curriculum Planning	59
	Use of Externally Developed Curriculum Plans and Systems	69
	Curriculum Models from Other Groups	77
	Toward a Systematic Process of Curriculum Planning	90
	Role of the Curriculum Leader	99
<b>3</b>	<b>Sources of Data for Curriculum Planning</b>	<b>102</b>
	Data Essential for Planning	102
	Data about Students	104
	Social and Cultural Factors in Planning	116
	Data about Society	124
	The Learning Process	127
	The Availability and Organization of Knowledge	129
	The Complex Nature of Planning	131
	Other Significant Factors in Planning	135
<b>4</b>	<b>Defining Goals and Objectives</b>	<b>144</b>
	A School Has Purposes	144
	Definition of Terms	148
	Who Should Participate in the Formulation of Purposes?	149
	The Sources and Validation of Goals and Objectives	158
	Formulating General Goals and Domains	161
	Defining Subgoals	169
	Instructional Objectives	181
	Examples of Goal Definition	185
<b>5</b>	<b>Selecting Appropriate Curriculum Designs</b>	<b>189</b>
	Curriculum Theory and Curriculum Design	190
	Curriculum Domains and Designs	191
	Steps in Curriculum Designing	193
	Designs Focused on Specific Competencies	198
	Designs Focused on Disciplines/Subjects	205
	Designs Focused on Social Activities and Problems	214
	Designs Focused on Process Skills	221
	Designs Focused on Individual Needs and Interests	230
	Emergent Designs	240
	Selecting Appropriate Curriculum Designs: Guidelines	241
<b>6</b>	<b>Planning Curriculum Implementation: Instruction</b>	<b>245</b>
	Starting Points in Instructional Planning	246

The Nature of Instructional Planning	247
A Catalog of Instructional Modes: Structured Class Situations	250
A Catalog of Instructional Modes: Free-Form and Nonclass Situations	263
Instruction and the Hidden or Unstudied "Curriculum"	269
Bases for Selecting Instructional Modes	274
Accountability	283
<b>7 Evaluating Curriculum Plans</b>	<b>297</b>
The Nature of Evaluation	298
Evaluation Models	304
Aspects of Curriculum Evaluation	310
Evaluation of Goals, Subgoals, and Objectives	310
Evaluation of the Total Educational Program of the School	316
Evaluating Specific Aspects of the Curriculum	325
Evaluating Instruction	332
Evaluating the Evaluation Program	345
<b>8 Planning Schools for the Decades Ahead</b>	<b>348</b>
School Situations Calling for Change	349
Predicted Changes in American Life	351
Essential Characteristics of the School of the Future	355
Recommendations for Schools of the Future: The School Center	358
Recommendations for Schools of the Future: Director of Personal Development	364
Schools of the Future: Educational Programs for Young Children	367
Schools of the Future: Educational Programs for Later Childhood	374
Schools of the Future: Educational Programs for the Emerging Adolescent	378
Schools of the Future: Educational Programs for Older Adolescents and Young Adults	381
Schools of the Future: Openness, Flexibility, and Personalization	383
<i>Name Index</i>	389
<i>Subject Index</i>	396