Principles and Dimensions of Curriculum Design
What educational purposes should the school seek to attain?

How can these educational experiences be effectively organized?

What educational experiences can be provided that will likely attain these purposes?

How can we determine whether the purposes are being attained?
The nature of the learner

Values and aims of society

Knowledge of subject matter
Dimensions Of Curriculum Design
SCOPE
SEQUENCE
CONTINUITY
INTEGRATION
ARTICULATION
BALANCE
• Content, Topics, Learning Experiences and Organizing threads (Tyler).
• Must comprise all domains of learning- COGNITIVE, AFFECTIVE, PSYCHOMOTOR
• BREADTH and DEPTH of the Curriculum
• {Units, Sub-units, Chapters, Sub-chapters, Grading…}
• To provide continuous and cumulative learning.
• Arrangement in a hierarchical manner.
• Some schools formulate their curriculum (contents and experiences) by grade levels and consider the stages of thinking.
SIMPLE TO COMPLEX

PREREQUISITE LEARNING

WHOLE-PART LEARNING

CHRONOLOGICAL LEARNING
• Permanency of learning and development of skills.
• **SPIRAL CURRICULUM** (Gerard Bruner)- organization of content according to the “interrelationship between the structure/pattern of a basic idea of major disciplines.”
INTEGRATION

• Merging of themes or values.
• Example: Rhythm (music) and counting of beats (mathematics)
• Example: Laws for People with Special Needs (AP) and embracing diversity (Values)
ARTICULATION

VERTICAL HIERARCHICAL: “relationship of aspects in the curriculum sequence to lessons, topics, or courses appearing LATER in the program.”

HORIZONTAL
Association between and among elements occurring SIMULTANEOUSLY.
• Equity in the assignment and distribution of content, time, experiences and other elements.

• Continuous fine tuning and review for its effectiveness and relevance.