

Fourteenth Edition

# Those Who Can, Teach



# Chapter Five

## What Is Taught?

5

### What Is Taught?

InTASC Standards 2, 3, 4, 5, 6, 7, 8, and 9



#### Truth OR Fiction?

- T F** More than four-fifths of the states have adopted a common core of academic standards in mathematics and language arts.
- T F** About two-thirds of American eighth-grade students score at the proficient or advanced level on the National Assessment of Educational Progress in reading.
- T F** Compared to other industrialized countries, the United States scores below average in tests of mathematics and science.
- T F** Differentiating instruction means assigning students of different abilities to classes with other students of comparable abilities.
- T F** Research studies indicate that the practice of tracking students into different ability-level groups is detrimental to low-ability students.

#### LEARNING OBJECTIVES

- 5-1** Analyze the pros and cons of the standards-based curriculum reforms.
- 5-2** Name the major subject-matter areas taught in elementary and secondary schools, and identify one or two major trends for each subject.
- 5-3** Identify the major national and international assessments of educational progress, and describe the performances of U.S. students for each of the assessments.
- 5-4** Identify and describe how textbooks and various instructional approaches affect what is taught to students in schools.
- 5-5** Explain the differences between a multicultural and a core curriculum, and describe how the practice of "tracking" affects what students learn.
- 5-6** Describe what changes in the elementary or secondary curriculum you would make to create greater relevance to today's world.

# Formal v. Hidden Curriculum

## Formal Curriculum

- Explicitly taught
- Planned
- Students learn subject-matter information
- Organized and intended experiences of the student for which the school accepts responsibility

## Hidden Curriculum

- Taught informally
- Often unplanned
- Students learn attitudes, values, beliefs, behavior

# Content Standards

- Subject- specific
- What students should:
  - know
  - be able to do
- Standards movement is influential, widespread, but controversial

# Current Curriculum: Language Arts

<b>General</b>	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Listening</li><li>• Speaking</li></ul>
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Whole language versus phonics</li><li>• Balanced combination approach is best</li><li>• New media</li></ul>

# Current Curriculum: Mathematics

<b>General</b>	Computational skills and structure
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Use of manipulatives in early grades</li><li>• More calculator and computer use</li><li>• Integrating math skills</li><li>• Constructivist approaches, conceptual reasoning v. procedures, drill</li></ul>

# Current Curriculum: Science

<b>General</b>	<ul style="list-style-type: none"><li>• Early grades: topics of natural curiosity</li><li>• Middle school: expanded curriculum</li><li>• High school: year-long courses in branches of science</li></ul>
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Training next generation of scientists</li><li>• Teaching all students to reason scientifically, make informed judgments</li><li>• Project 2061</li></ul>

# Current Curriculum: Social Studies

<b>General</b>	<ul style="list-style-type: none"><li>• Study of people, their ideas &amp; relationships</li><li>• Dominated by history, government</li></ul>
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Diversity in history/concern for non-European cultures</li><li>• Geography coming back</li><li>• The “new” civics</li><li>• Standards across different social studies</li></ul>

# Current Curriculum: Foreign Languages

<b>General</b>	<ul style="list-style-type: none"><li>• American students unprepared, compared to rest of world</li><li>• Spanish, French popular in high schools</li></ul>
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Expanded offerings</li><li>• Cultural understanding</li><li>• Emphasis on relevance</li><li>• Early introduction: elementary school emphasis</li></ul>



# Current Curriculum: The Arts

<b>General</b>	<ul style="list-style-type: none"><li>• Visual arts</li><li>• Music</li><li>• Dance</li><li>• Theatre</li></ul>
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Emphasis on aesthetic education and art as a way of knowing and perceiving the world</li><li>• Integrating arts into the curriculum</li><li>• In danger from budget cuts</li></ul>

# Current Curriculum: Physical Education and Health

<b>General</b>	<ul style="list-style-type: none"><li>• Goals are to promote health of American public</li><li>• Topics include injury prevention and safety, prevention and control of disease (including AIDS), substance abuse, nutrition, family life (sexuality), consumer health, and mental and emotional health</li></ul>
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Lack of emphasis in public schools</li></ul>

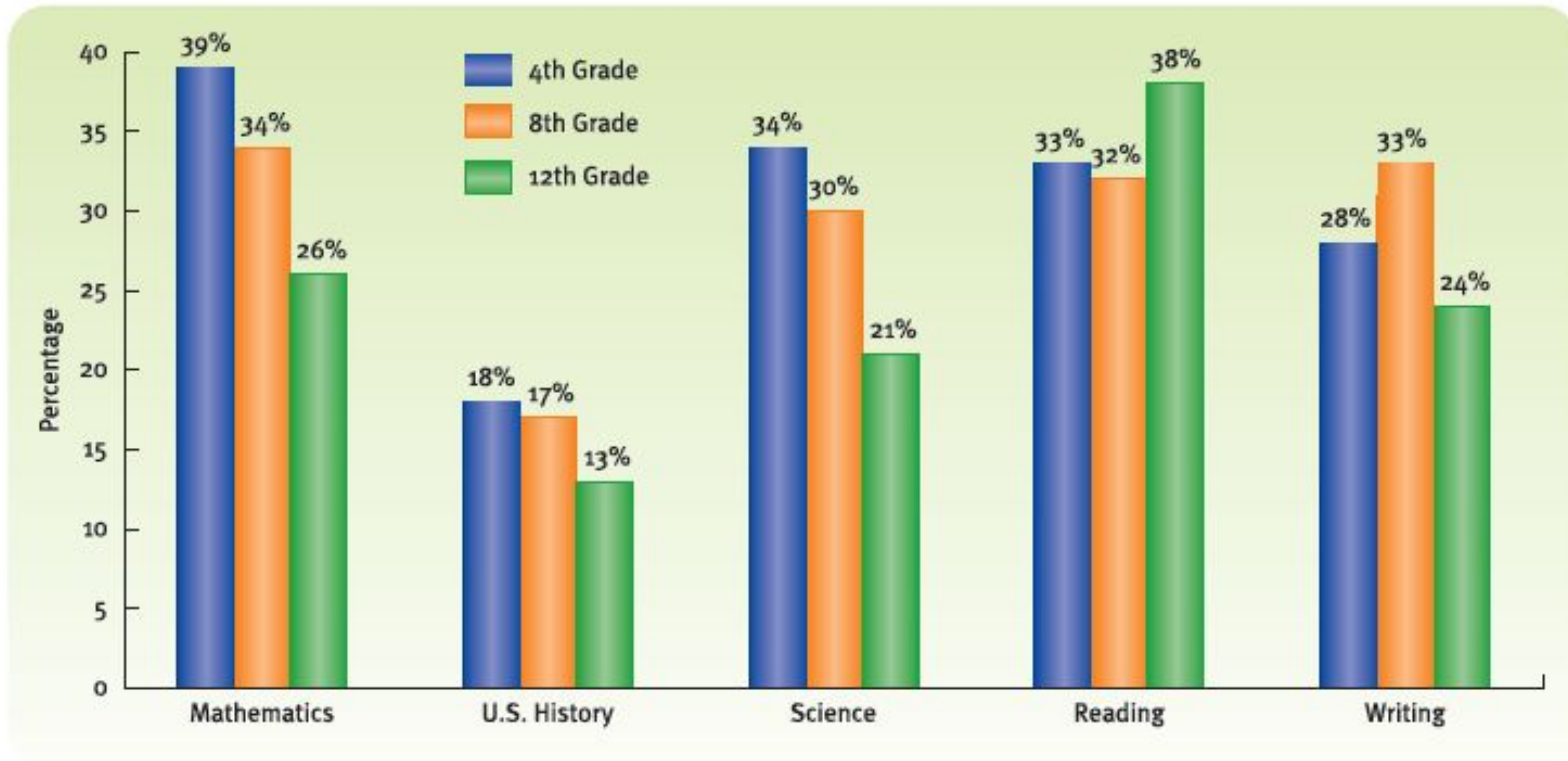
# Current Curriculum: Electives

<b>General</b>	<ul style="list-style-type: none"><li>• Range of courses to provide comprehensive education in high school (especially for students not planning to attend college).</li><li>• Optional courses according to individual interests and academic or career ambitions.</li></ul>
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Increasing requirements leave less time for electives</li></ul>

# Current Curriculum: Career and Technical Education

<b>General</b>	Preparation for employment after high school graduation
<b>Issues and Trends</b>	<ul style="list-style-type: none"><li>• Increasing academic requirements leading to declining enrollment</li><li>• More focus on achieving necessary skills</li><li>• Improving school-to-work transitions<ul style="list-style-type: none"><li>– “Tech prep”</li></ul></li></ul>

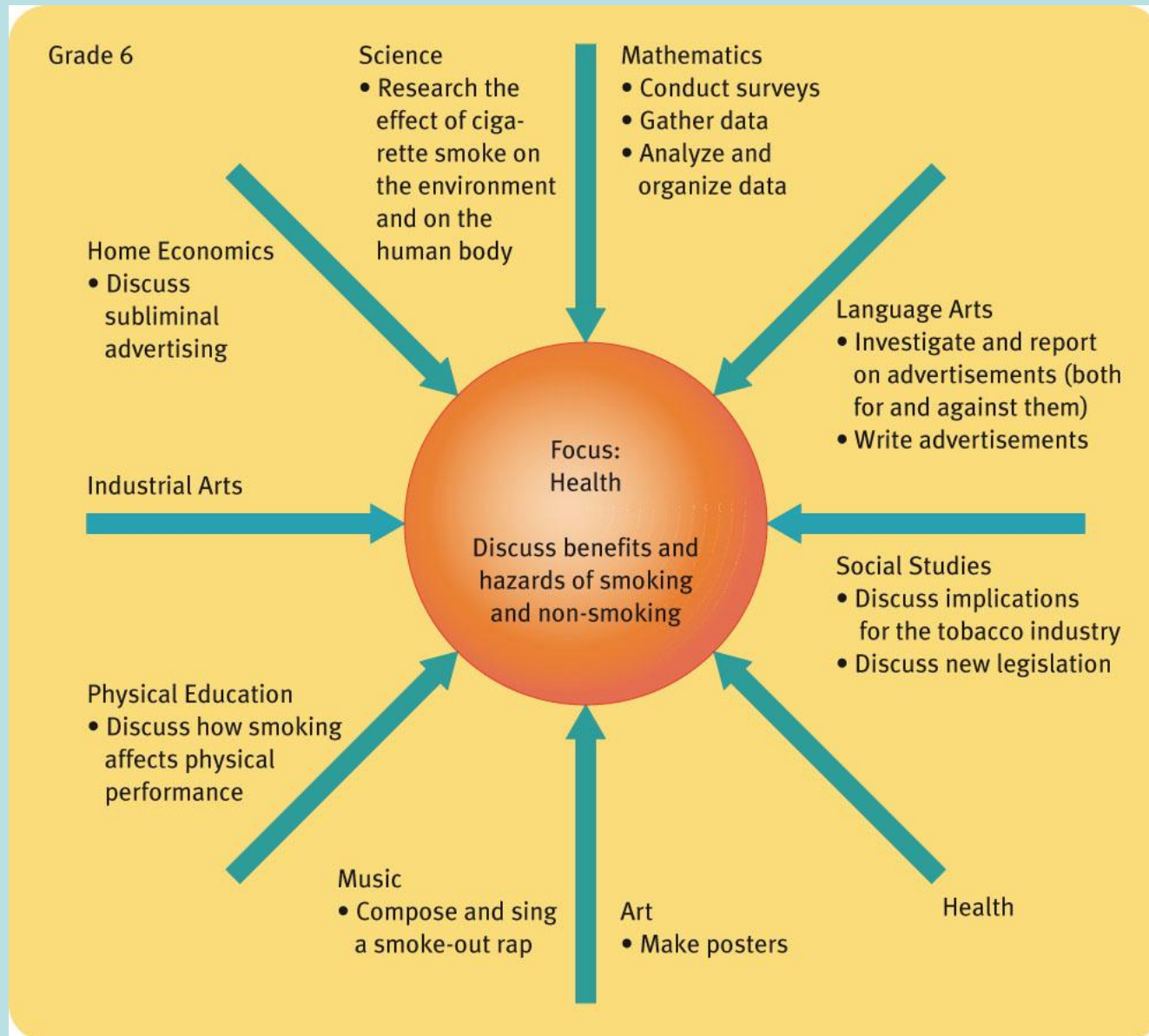
# National Assessment of Educational Progress



**FIGURE 5.1** Percentage of Students Scoring at the Proficient or Advanced Level on NAEP Assessments in Various Subject Fields

Source: The Nation's Report Card. Available at <http://nces.ed.gov/nationsreportcard>.

# Sample Interdisciplinary Approach



# Key Characteristics of Cooperative Learning

1. Group goals
2. Individual accountability
3. Equal opportunities for success

# Some Cooperative Learning Strategies

- Student team learning
- Jigsaw/Jigsaw 2
- Group Investigation
- Think-Pair-Share



# Critical Thinking and Problem Solving

## Critical Thinking

- Evaluating the worth of ideas, opinions, or evidence before making a decision or judgment.

## Problem Solving

- Awareness of the conditions, procedures, or steps taken to solve a problem and the ability to implement them.

# Strategies for Differentiating Instruction

- Stations
- Compacting
- Complex Instruction
- Choice Boards
- Problem-Based Learning
- Entry Points
- Orbital Studies
- 4Mat
- Project Approach

# Curriculum Controversies

- Core versus Multicultural curriculum
- Tracking
- Relevant to Today's Society?
  - Curriculum as a social bet

# Core v. Multicultural Curriculum

## Core Curriculum

- Promotes cultural unity
- Encourages same basic “cultural literacy” for all
  - Core Knowledge says cultural literacy needed for success

## Multicultural Curriculum

- Embraces cultural pluralism, celebrates diversity
- Some promote Afrocentric or other “centric” curricula