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EDLD 568.01: K-12 Curriculum

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K-12 Curriculum

EDLD 568
The University of Montana
Dr. John Charles Lundt

Course Purpose: K-12 Curriculum is designed to examine and evaluate the curricular models and practices utilized in elementary, intermediate, and secondary school settings.

Course Objectives: The objective of this course is to familiarize the student with the development of curriculum in American schools during the last century and to understand the curricular needs of the future.

Return Envelope: One self-addressed stamped envelope will be required to return class papers

Course Topics: The following topics will be examined through a combination of readings, lectures and class discussions. They will be evaluated through written examination, oral presentation and research writing.

All class topics are referenced to [OPI](#) and [ISLLC standards](#) as indicated by the notations following the title.

The Educational Past: Shaping the Present
Curriculum in Social and Historical Perspective
Concepts and Definitions of Curriculum Work
Curriculum Design: Principles, Issues, and Caveats

[OPI 10.58.701 1di, 1dii](#), [OPI 10.58.704 di](#)

The Politics of Curriculum

[ISLLC 6k4](#)

The Philosophical Bases for Curriculum Decision-Making

[OPI 10.58.704 ci, ciii, cvi](#)

Learning and Learners

[OPI 10.58.701 1dvi](#)

Evaluating the Curriculum

[OPI 10.58.704 a](#), [ISLLC 2p4](#),

Future Studies: Anticipating Tomorrow

The Pursuit of Future Relevance in Curriculum

[ISLLC 1d3](#)

America's Schools

A System Second to None

Paradigms Lost

School's Fifty-Year Slide

Dark Horses in Education

Solutions for Change: Time to Put Up

[ISLLC 1k1](#), [ISLLC 3d5, 3p4](#),

After the Educational Trust is Busted

Instructional Methods: The standard meeting format will consist of lecture followed by class discussion and interaction. Students are expected to actively participate in group discussions and pose questions and comments at appropriate times during the lectures.

Benchmark Assignment: Students seeking a master's degree will need to complete a benchmark assignment that will become a part of their assessment portfolio. The Benchmark Assignment for this class is to write a scenario for the future of your

teaching career, based on the information that you have encountered in this class. The two texts offer a new set of possibilities to the old field of education. There is little doubt that the field of education will be changing and it is important for you to proactively plan for your part in this new paradigm. Answer the question, “what will I be doing in education in the next ten years?” This document should be approximately two pages in length, and briefly outlining your plans for the K-12 field of curriculum and your part in it during the next decade.

Field Experience: Field experience is an important requirement of this course. Fifteen hours of field experience is required for each student and will be verified through the presentation of a journal which documents the students observations and evaluations of school practices in the area of K-12 curriculum.

Evaluative Criteria: All students will be given a copy of a handout titled Research Writing and Student Evaluation Guidelines, which explains the instructor’s expectations for scholarly written work and an interpretation of the various grade possibilities. Grading for this class is as follows:

Field Experience	25%
Chapter Tests	25%
Benchmark Assignment	25%
Class Participation	25%

Readings: *Curriculum for A New Millennium, Longstreet and Shane*
Leaving School: Finding Education, Wiles and Lundt

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