South Dakota State University

SEED 400: Curriculum and Instruction in Middle and Secondary Schools
CTE 419: Methods of Teaching

Techniques for planning instruction including curriculum goals, selecting content topics, incorporating learning theory, subject matter, curriculum development, and student development and interests; national and state learning standards; state and local curriculum frameworks; state and local curriculum guides; scope and sequence in specific disciplines; units and lessons; rationale for selecting content topics; behavioral objectives: affective, cognitive, psychomotor, speech/ language, learner objectives and outcomes; emergent curriculum; anti-bias curriculum; themes/projects; and curriculum webbing.

Teachers use curriculum goals to select content topics and use knowledge of learning theory and students’ interests in the development of curriculum. Knowledge of subject matter is critical to the sequencing and choice of instructional strategies as well as the content representations teachers choose to use. The more knowledgeable a teacher has in his/her content area and how to represent that content to students in meaningful ways the, more successful the teacher will be. Students need to know curriculum goals and have a basic idea of how each lesson contributes to the whole of the curriculum. Goals need to be established in terms of what students will know and be able to do so that the teacher is able to work toward the learners’ development of those skills and knowledge.

National and state learning standards: these standards are established by states and national organizations to help guide teachers in teaching students what a group of professionals working together has determined is the intended outcome for various areas of schooling. Most levels and most subjects have standards to support teachers in choosing appropriate skills and knowledge to teach students at certain levels of education.

State and local curriculum frameworks and state and local curriculum guides: These are developed at the state and local level with the involvement of educators and other interested citizens. Curriculum frameworks and guides outline the expected outcomes of instruction and suggested methods for achieving stated outcomes at various levels. These are developed and used so that learners in one part of the state’s school systems are learning similar content and skills. This is important for several reasons:

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first, so that in our mobile society if a child changes locations
he/she will be able to adjust without too much difficulty.
Second, the state and local assessment should be based on an
agreed upon sequence. Third, business/community members want to
know what students are learning at various levels. These
guidelines also allow teachers to more meaningfully share and
work together and with others on instructional design and problem
solving related to difficulties learners may have.

Scope and sequence in specific disciplines: The curricular scope
and sequence is usually developed by the teacher to guide him/her
in accomplishing the tasks of instruction based on the curriculum
guides. The scope and sequence is the specific content to be
taught and the order in which it is to be presented to students.

Units and lessons: These instructional elements are developed and
used by the teacher to deliver content and allow students to
interact with the knowledge and work to develop the skills within
the discipline being taught. Lessons should include content
goals as well as thinking goals. They include activities and
strategies to engage learners in academic learning tasks. A unit
is usually a logical sequence of coherent lessons that tie
together and have an identified beginning and end.

Rationale for selecting content topics: The teacher uses a
complex set of criteria for selecting topics to deliver the
content. The standards, curriculum guide, the unit goals, the
needs of learners, the expectations of the local public, the
local culture and heritage, the teachers’ content knowledge and
the time of year are many of the contributing factors to
selecting content topics. A teacher must take many things into
account to determine the best and most effective way to deliver
the content to the students. Much is expected and much will be
tested, so it is the synthesis of these things the teacher must
do as he/she selects the content topics and then assures the most
meaningful goals are being met.

Behavioral objectives: affective, cognitive, psychomotor, speech/
language, learner objectives and outcomes: Teachers write
objectives to guide the intended work of learners. Cognitive
objectives are those related to use of knowledge and skills.
Psychomotor objectives are those related to the motor activity
and the ability to manipulate equipment and one’s body.
Affective objectives are those related to emotional reactions to
the world around one including things read and personally
experienced. Teachers must be able to see changes in students’
ability in each of these areas when teaching and objectives guide
the teacher in determining what to teach and what to look for in
observing the changes in learners’ abilities.

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Anti-bias curriculum; This curriculum helps learners expand their understanding of differences in our society and helps learners gather relevant information upon which to make their own decisions about groups of people. A solid anti-bias curriculum would teach a student to consider many variables about a person rather than adopt other’s stereotypes of various groups of people. This curriculum is usually not a separate class but rather embedded in other key content, such as social studies and literature.

Themes/projects; These are tools teachers use to create coherence and cause students to work with a collection of ideas that are related. Most concepts are related to other concepts and it is in the connections and relationships that ideas begin to make more long term sense to learners. Teachers use themes and projects to help learners work with these groups of ideas and so that the ideas come together in meaningful ways.

Curriculum webbing: Teachers and students must see how all ideas are related in a larger picture. The webbing process allows the teachers and students to explore the interconnections of ideas. Because of the way schools are now designed, each subject delivers a small little section at a time, it is important to illustrate the webs of ideas so that students can put ideas together. Ideas from various classes in fact do influence each other so the webs begin to illustrate that and allow students to make important connections.