This course supports the assessment for Introduction to Curriculum. The course covers 6 competencies and represents 2 competency units.

Introduction

Overview
For over 200 years, educators in the United States have debated the purpose of education. Should education be for enlightenment or to prepare students for the life of work? Should education be for many or for a select few? These questions continue to be debated today. Through curriculum theory and reflection, educators have an educational framework by which to understand how theory and one's philosophical views can impact the design, development, and implementation of curriculum and instruction.

Curriculum and instruction are two terms often used interchangeably in education. This course makes a distinction between the two. Hence, some of the terms you will see in this course are "curriculum design," "instructional design," "curriculum content," "instruction," and "curriculum strategy." It is important for you to understand what these terms mean. "Curriculum design" refers to design models that address what is taught in various instructional settings and that include materials, content, and performance objectives. "Instructional design" refers to design models that address the practice, including processes, of instructing and imparting knowledge. "Curriculum content" refers specifically to content, such as what is to be taught (e.g., the content regarding the Revolutionary War, the content in the Declaration of Independence). "Instruction" refers to pedagogy (teaching/instructional methods). "Curriculum strategy" refers to any plan of action or method of crafting curriculum content and instruction.

Getting Started

This course will guide you through the opportunities and challenges of becoming an effective teacher or instructor. The resources you will use are in the Soomo learning environment, linked within the course that follows. You will also use an e-text to supplement your learning. You will be presented with various curriculum ideologies for designing and managing your curriculum and instruction in the learning environment in which you work. You will learn how to use the scholar academic, social efficiency, learner-centered, and social reconstruction ideologies to appropriately develop and modify curriculum and instruction for a variety of instructional settings. You will gain an understanding of each ideology as you reflect and develop a philosophy of curriculum that draws upon the tenets of one or more of the philosophies of curriculum. You will complete a performance assessment to demonstrate your competency in this subject. The assessment consists of three tasks.

Competencies
This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 509.1.1: Scholar Academic Ideology**
  The graduate evaluates the effectiveness and appropriateness of the Scholar Academic Ideology, especially as it is applied to the learning environment.
- **Competency 509.1.2: Learner-Centered Ideology**
  The graduate evaluates the effectiveness and appropriateness of the learner-centered ideology, especially as it is applied to the learning environment.

- **Competency 509.1.3: Social Reconstruction Ideology**
  The graduate evaluates the effectiveness and appropriateness of the Social Reconstruction Ideology, especially as it is applied to learning environment.

- **Competency 509.1.4: Social Efficacy Ideology**
  The graduate evaluates the effectiveness and appropriateness of the social efficacy ideology, especially as it is applied to the learning environment.

- **Competency 509.1.5: Personal Curriculum Development Philosophy**
  The graduate develops a personal philosophy of curriculum that draws upon the tenets of one or more of the philosophies of curriculum.

- **Competency 509.1.6: Applying Ideology to Curriculum Development**
  The graduate creates a proposal for curriculum development that includes a definition of and justification for a specific curriculum ideology appropriate for the educational context being addressed.

**Teaching Dispositions Statement**
Please review the WGU Statement of Teaching Dispositions.

**Course Instructor Assistance**
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Automatically Enrolled Resources**
You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**Soomo Learning Environment**
The following learning environment will be utilized as the primary learning resource for completion of this course:

- Introduction to Curriculum

This learning environment will contain links at the activity level to the following additional learning resources:

**VitalSource E-Texts**
The following textbook is available to you as an e-text within the Soomo learning environment. You will be directly linked to the specific readings required within the learning environment activities.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.*

[VitalSource Navigational Video](#)

[Print-On-Demand Option](#)

**Supplemental Resources**

Below you will find the link to *Planning Effective Instruction*. This text, while not a required learning resource for IYT2, is a helpful supplemental resource for students as they complete task three. Chapters 3 and 5 may be particularly helpful to you.


**Pacing Guide**
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week One:**
Introduction to Curriculum Ideologies

- Scholar Academic Ideology
- Social Efficiency Ideology
- Learning-Centered Ideology
- Social Reconstruction Ideology

Week Two:

- Bringing it Together
- Self-Reflection
- Task 1

Week Three:

- Task 2

Week Four:

- Task 3

Curriculum Ideologies

In this topic, you will explore your own belief system about education, how people learn, and the purpose of education. You will also begin a journey of self-reflection in your attempt to define your philosophy of curriculum and assess to what extent a curriculum philosophy impacts student learning.

As you complete the activities in this section, you should be able to:

- Identify key elements of your own personal learning preferences and practices that affect the design and development of curriculum.
- Examine the influences on your personal learning preferences and practices and determine how they affect curricular philosophy preferences.

Identify key curriculum development philosophies in redesigning curriculum.

Introduction to Curriculum Ideologies

What are your beliefs about curriculum? How can curriculum ideologies help you in developing and modifying curriculum to better support student learning? This section will allow you to reflect on your beliefs about curriculum and will allow you to gain an introduction to the scholar academic, social efficiency, learner-centered, and social reconstruction ideologies.

Learning Activities for Introduction to Curriculum Ideologies

Access the learning environment for this course and complete the readings, activities, and quizzes for the following section:

- Introduction to Curriculum Ideologies
Scholar Academic Ideology
In this topic, you will evaluate and apply your understanding of the scholar academic ideology. You will thoroughly study this ideology and be provided learning opportunities to apply and reflect on the impact it has in the design of curriculum content, instruction, and on your own philosophy of curriculum.

**Learning Activities for Scholar Academic Ideology**

Access the learning environment for this course and complete the readings, activities, and quizzes for the following section:

- [Scholar Academic Ideology](#)

Social Efficiency Ideology
In this topic, you will evaluate and apply your understanding of the social efficiency ideology. You will thoroughly study this ideology and be provided learning opportunities to apply and reflect on the impact it has in the design of curriculum content, instruction, and on your own philosophy of curriculum.

**Learning Activities for Social Efficiency Ideology**

Access the learning environment for this course and complete the readings, activities, and quizzes for the following section:

- [Social Efficiency Ideology](#)

Learner-Centered Ideology
In this topic, you will evaluate and apply your understanding of the learner-centered ideology. You will thoroughly study this ideology and be provided learning opportunities to apply and reflect on the impact it has in the design of curriculum content, instruction, and on your own philosophy of curriculum.

**Learning Activities for Learner-Centered Ideology**

Access the learning environment for this course and complete the readings, activities, and quizzes for the following section:

- [Learner-Centered Ideology](#)

Social Reconstruction Ideology
In this topic, you will evaluate and apply your understanding of the social reconstruction ideology. You will thoroughly study this ideology and be provided learning opportunities to apply and reflect on the impact it has in the design of curriculum content, instruction, and on your own philosophy of curriculum.

**Learning Activities for Social Reconstruction Ideology**

Access the learning environment for this course and complete the readings, activities, and quizzes for the following section:

- [Social Reconstruction Ideology](#)
Bringing It Together
Educators and instructors often integrate various ideologies in the design of curriculum. In this topic, you will evaluate and apply your understanding of the four curriculum ideologies and evaluate the appropriateness of the various ideologies to address the variety of learning styles in your instructional setting.

Learning Activities for Bringing It Together

Access the learning environment for this course and complete the readings, activities, and quizzes for the following section:

- Bringing It Together

Self-Reflection
In this topic, you will attempt to define your philosophy of curriculum and assess to what extent curriculum theory impacts your philosophy.

Learning Activities for Self-Reflection

Access the learning environment for this course and complete the readings, activities, and quizzes for the following section:

- Self-Reflection

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.