

GUIDE TO CURRICULUM DEVELOPMENT

By
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DEDICATION

This book is dedicated to all our students past and present.

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Market

ACKNOWLEDGEMENT

Sir Isaac Newton once said that if we achieve something of value, it is because we stand on the shoulders of giants who have come before us.

We recognise our indebtedness to the great teachers whose tutelage we have enjoyed over the years. God bless you all.

INT

PREFACE

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great teachers
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As the name suggests this book introduces the learner to issues which are considered important in any meaningful discussion of Curriculum Development. It is sequel to our earlier work 'Fundamentals of Curriculum and Instruction'.

Chapter one continues to evolve from the same principles found in 'Fundamentals of Curriculum and Instructions' by attempting an overview of the meaning and nature of the curriculum. Indubitably, this is germane to an indepth understanding of the contributions and essence of Curriculum Development towards the importance of education.

Those who are familiar with our earlier work will find that many of the definitions of the word 'Curriculum' examined are different from those given in this book. This is to let you know that the definitions of the concept are as diverse as the many experts who have committed their thoughts to paper.

Chapters two to nine look at theoretical issues. The guiding philosophy, models of Curriculum Development clarification of aims, goals and objectives. The various stages of Curriculum Development are discussed in detail.

Chapter ten provides samples of some school subject curricula to which the concepts discussed have been

applied. This is to meet the need for a classroom examination of the subject curriculum in conformity with the accepted principle of integrating theory with practice. This will enable the in-service as well as the pre-service teacher to see the use to which the concepts discussed have been put in the various subject curricula in Nigeria. They will therefore be in a position to make meaningful contributions towards a critique of the curriculum of their subject areas as offered both in terms of internal deficiencies and of the practical issues of implementation.

- Foluso & Oluranti

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CHAPTER ONE

INTRODUCTION

The concept of the curriculum is one which remains relatively unclear to many people even among the educated elite. Such people erroneously refer to the curriculum as any of the following:

Syllabus

Scheme of work

Time table

Lesson Note

Content

As we shall see later, curriculum is more encompassing and embraces all the above.

THE MEANING AND NATURE OF THE CURRICULUM

The word 'curriculum' is a latin word that is now used in English. In its latin origin it means a 'run way' or a 'race-course'. When used in education, it means a course of study. For many years, it was used this way to refer to the content or subject matter that was studied. Today, however the definition has shifted from this narrow conception to all the experiences of learners both in and out of school and directed by the school.

Many books on curriculum define the concept differently. This means that even experts have not agreed on the definition of the curriculum.

As we mentioned earlier, a curriculum was seen as a list of subject - matter or a list of fixed subjects which a learner must take to achieve a goal. Curriculum according to this definition will be a written document.

Other definitions of curriculum include more aspects of learning in school. Let us consider some of these.

“A good curriculum is the total environment in which education takes place: that is the child, the teacher, the subject, the content, the method, the physical and psychological environment.”

- A.B.Fafunwa (1967).

He elaborates further by providing the following criterion definition:

1. It must have definite and dynamic objectives based on the value of the society and the need of the child as a citizen and a skilled individual.
2. It must be flexible and must provide for the growth that is essential in order to meet the stated or implied objectives.
3. It must have built into it constant evaluation to help determine the extent in terms of end products.

Other definitions include:

- (2) "That reconstruction of knowledge and experience, systematically developed under the auspices of the school to enable the learner to increase his or her control of knowledge and experience".

Tanner and Tanner. (1975)

- (3) Curriculum is all the planned learning experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their ability.

Neagley and Evans (1967)

- (4) All the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school.

John Kerr (1968)

- (5) "Curriculum is a logically connected set of conceptually and pedagogically analysed knowledge and value claims".

Ivowi (1993)

Curriculum is all the learning of students which is planned and directed by the school. Curriculum should answer four basic questions.

1. What educational purposes should the school seek to attain?

2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? -Tyler (1949)
- (5) Wheeler (1967) defined curriculum as the planned experiences offered to the learner under the guidance of the school. Oliver (1977) emphasized learning experiences while discussing the concept of curriculum. According to him, planned experiences are the educational programmes of the school with attention to three elements.

- (i) **Programme of Studies;**
- (ii) **Programme of Activities;**
- (iii) **Programme of Guidance.**

PROGRAMME OF STUDIES

- Academic courses offered by the school;
- Deals with the exploration of the culture of the past;
- Values and norms accumulated over a long period of time within a society;
- Deals with various subject matters - Geography, Chemistry, History etc.

PROGRAMME OF ACTIVITIES

- The social aspect of the curriculum;
- Deals with the present rather than the past;
- Deals with such activities as games, sports, clubs and societies;
- Practical aspects of the discipline falls within this programme.

PROGRAMME OF GUIDANCE

- Make it possible to personalize the curriculum;
- A programme of guidance can be mounted within the school system when the weakness of an individual in a subject is identified.

In fact one go on citing definitions but this might not serve any useful purpose other than to reveal the extent of the disagreement among the various authors. However, one would extract from the various definitions what one would regard as the most essential characteristics of a curriculum.

1. A curriculum is an educational proposal that is a plan of an educational programme which could be written or documented.
2. A curriculum contains a programme of studies, a programme of activities and a programme of guidance.

3. A curriculum is rooted in a given society. That means that the learning programme should reflect the needs of the society and many factors in the society have to be considered in drawing up the programme.
4. A curriculum is the responsibility of the school. In other words the school is held responsible for the outcome of the programme even though there may be other agents in the society that contribute to the making of the curriculum.
5. A curriculum takes into account the total environment of the learner - physical, psychological, social, home etc.

THE CURRICULUM AS SUBJECT AND SUBJECT MATTER

Historically, the dominant concept of the curriculum is that of subjects and subject matter therein to be taught by teachers and learned by students. In schools, the term curriculum is widely used to refer to the set of subjects or courses offered and also to those required or recommended or grouped for other purposes.

The concept of the curriculum as subjects and subject matter has been reflected in some theories relating to principles for selection, sequence and grade placement of subject matter.

Curriculum planning for a subject curriculum follows a

fairly common formula.

1. Use expert judgement based on various social and educational factors to determine what subjects to teach.
2. Use some criteria (difficulty), interest, sequence for example to select the subject matter for particular populations (grouped for example by state, district, age or grade and subjects).
3. Plan and implement appropriate methods of instruction to ensure mastering of the subject matter selected.

THE CURRICULUM AS PLANNED LEARNING EXPERIENCES

The concept of the curriculum as the experiences of the learner considers the curriculum to be composed of all the experiences children have under the guidance of teachers.

The issue posed by this concept has to do with the relation of planning end and means. The ends in education are responses to the question "What shall be taught"? i.e. objectives while means of education are responses to the question "How shall it be taught"? Instructional strategies.

Certainly means and ends need at some points to be considered separately. And in a particular curriculum

planning situation it is to be expected that objectives, designs, instruction and evaluation will at points be studied and planned separately but the relation is so interwoven that we find it difficult (or virtually impossible to plan curriculum and instruction separately as though they were really discrete.

CURRICULUM AS EXPERIENCES 'HAD' UNDER THE AUSPICES OF THE SCHOOL

The concept of curriculum as experiences give cognizance to what is referred to as the invisible curriculum or the hidden curriculum, i.e. those aspects of the curriculum that are unplanned or unattended and therefore overlooked. They point out that certain planned curriculum experiences are designed for example to teach students to read but as a result of certain other experiences had by the students they may also learn to dislike reading. Thus, both the experiences that teach students to read and those that teach dislike of reading must be counted as part of the curriculum even though the latter experiences were not planned for and are unintended. Along these same lines some critics have noted that while students experience and learn various subject areas of the school curriculum, they also experience the authoritarian structure of the institution and thus learn conformity to authority along with their Algebra, History and English.

DIFFERENTIATING BETWEEN CURRICULUM AND OTHER CONCEPTS

THE SYLLABUS

The syllabus is a broad outline of the aspect of a particular subject to be covered year by year. It is the framework of future operation. The syllabus can be centralized or decentralized. The centralized syllabus is one that is prescribed or laid down by the government or education department given to the schools. The job of the teacher is to follow the syllabus as it is laid down.

The decentralized syllabus is one that is compiled by the school or the head teacher. The university syllabus in Nigeria is an example of decentralized syllabus, although there is a minimum standard approved by the Nigerian Universities Commission but the University has the autonomy to design programmes as deemed necessary especially at the postgraduate level. There are two types of syllabus - The teaching syllabus and the Examination syllabus.

THE TEACHING SYLLABUS

This is the syllabus given to a teacher for each subject showing what he is expected to teach his class in the course of a year. The syllabus usually indicates in general terms the ground to be covered. It is merely an outline of the work to be done. From this, teacher will work a

detailed plan showing how he will cover thy syllabus. He may begin by showing what he will do in each term and then break it down even further and show what ground he will cover each week of the term.

THE EXAMINATION SYLLABUS

This is the syllabus prescribed and compiled by Public External Examination bodies like the West African Examination Council (WAEC), the Joint Admissions and Matriculation Board (JAMB). This is an external examination oriented syllabus outlining the topics the teacher has to cover for the purpose of examinations. The teacher has little or no control over the syllabus, his job is to use it as a guide to help the students meet the demands for the external examination system. His concern for his pupils success is of course strengthened by the thought that he too may be judge by the results of these examinations.

THE SCHEME OF WORK

This is the stage when the broad outline of the syllabus is broken down into topics, when these topics are placed in order in which they are going to be taught and when the time to be spent on each topics is estimated. At this stage the teacher ensures that the syllabus will be covered in the time available. He is also able to exercise his individuality and originality. For example, the prescribed

geography syllabus for a class might be simply. "The Geography of Nigeria" but before effective learning can take place that broad theme must be divided into topics. The climate, the industry, the agriculture, the populations, the transport system and so on, and these topics must be considered and placed in some ordered fashion suitable for the particular class. Whatever the subject, it is essential to ensure that the syllabus is covered in the time available and that the order in which the children are introduced to the topics is the most suitable one. The scheme of work enables the teacher to meet the special needs of the class to be taught. It is only by the careful and co-ordinated preparation of schemes that any correlation in the learning can take place.

THE LESSON NOTE

The lesson note is the final major stage of preparation before a teacher is ready to be engaged in actual teaching. This is the stage when the scheme of work is interpreted for periods of thirty to forty minutes.

THE TIME TABLE

This is a list of subjects organised in the order in which they are to be learnt in a given period of time. A curriculum as you can see is a larger more inclusive term than the others.

CONTENT

When we talk of content in curriculum, we often refer to the area of subject matter. In some curriculum documents the word content is interchangeably used with topics. This should not be so however. Topics are under content. Content refers to the totality of the material to be learnt. This is what usually makes up the syllabus. School examinations usually test a knowledge of the content. In schools we lay so much emphasis on the content that we forget to teach other aspects of learning - skills, behaviours and attitudes. As earlier said, the content has to do with the subject matter of a given subject area. For example in a subject like Agriculture, the content can include farming, this will include farming as an occupation, the farmer, farming implements, advantages, disadvantages, the practical aspect etc. Under this content we can generate topics like - Farming in Nigeria, types of farming, who is a farmer, what is farming etc.

OTHER CONCEPTS USED IN CURRICULUM DEVELOPMENT

PROGRAMME

The concept, 'programme' as used in curriculum development may be viewed as the organised activities for learners, either at the school or classroom level. Thus, a programme is defined as a series of planned activities that promote educational experiences of the learners as

provided by academic and non-academic activities.

At the school level, the daily programme can be designed to provide opportunities for learners to engage in various kinds of activities such as cultural, social, religious as well as in physical fitness activities including exercises and games (Onwuka, 1981).

Inter-house and inter-school competitions such as quizzes, debates, film shows, exhibitions, sports etc. and activities in the various school clubs (Technical, Science, Farming, Debating, Geography, Dancing, Boys' Scouts, Girls' Guides and some others) and daily school assemblies come under school - based programmes.

At the classroom level, a programme consists of a number of classroom work units, that is, inter-related but self-contained educational sequences. These include lessons, projects activities, field trips and excursions. Classroom-based programmes also include carrying out of various individual and group projects in form of practicals and demonstrations.

Whether at the school level or classroom level, the importance of a programme lies in the fact that it is a way of vitalizing the curriculum.

COURSE

A course is an outline of content in a particular field of study. It is the prescribed outline of content or

suggestions with regard to prescribed content which guide teachers in organising instructions. In other words it is the minimum essentials of subject matter in a specified discipline which teachers are expected to teach learners. For instance the course outline for Introduction to Curriculum Development as specified by the Lagos state University faculty of Education for the sandwich degree programme include the following:

What is curriculum?

Terms erroneously referred to as curriculum.

The concept of curriculum.

Factors to be considered in designing the curriculum.

Nature of the learner.

Nature of the society.

Nature of the subject matter.

Models for curriculum development

Tyler's Liner model.

Wheeler's cyclical model.

Kerr's Rhombus model.

Discussion on the stages of curriculum process.

Aims, goals and objectives.

Selection of learning Experiences.

Selection of Content.

Organisation and selection of content.

Evaluation.

A Practical Examination of the Nigerian School Curricula

This illustrates the prescribed outline of content which

will guide curriculum lectures in organising instructions for learners in the Curriculum Development course.

MODULE

A module focuses on a specific programme of study. When a programme is broken down into manageable units which a teacher is expected to cover within a specified time - span with the learners, such units are referred to as modules. For a particular programme of study, there could be several modules, and they are usually sequentially linked. For example the sandwich degree programme was broken down into several modules and that of modules I & II are represented in Tables 1.1 and 1.2 respectively.

Table 1.1

MODULE I

<u>Course Code Title</u>			<u>Units</u>	<u>Status</u>
SCS	101	Introduction to school Curriculum and instruction	2	C
SCS	112	Introduction to Educational Technology	2	C
SEM	111	Fundamentals of Educational Planning	2	C
SEF	111	History of Western Education	2	C

SEF	131	Child Growth and Development	2	C
SEF	141	Introduction to Sociology Education	2	C
SPH	100	First Aid and Safety Education	2	C
SGS	101	Use of English	2	C
SGS	102	Use of Library	2	C

Table 1.2

MODULE II

<u>Course Code</u>	<u>Title</u>	<u>Units</u>	<u>Status</u>
SCS 214	Introduction to Curriculum Development	2	C
SCS 221	Teaching Methods in Different Subject Areas	2	C
SCS 222	Production and utilization of Media in Teaching	2	C
SEF 222	Philosophical Foundation of Education	2	C
SEF 232	Psychology of learning	2	E
SGS 201	Lagos and Its Environment	2	C
SGS 202	Man and His Environment	2	C

SEM 212	Economics of Education	2	E	language
SEM 213	Budgeting and Financial Management in Education	2	C	Drav
SEM 214	Nigerian Education Laws	2	E	Biolo
SEM 215	Personnel Management in Education	2	E	A su
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SOURCE: SANDWICH PROGRAMME HANDBOOK

Each module is unique in that it is a self-contained package with its own objectives (general and (or performance) and detailed content specifications. At the end of each module, the teachers are expected to evaluate the learners by giving tests, quizzes, questionnaires etc. Ideally, a pretest should be given before the commencement of the teaching of a module.

DISCIPLINE

Humanities
Arts
Education
Management
Science
Systematic categorizations of man's knowledge gave rise to a number of fields or areas of study that are referred to as disciplines. These disciplines are found in the school curriculum. A selection of a number of these disciplines make up the school subjects.

SUBJECT

In the context of curriculum development the term 'subject' refers to the school subject. At the secondary school level, examples of school subjects include English

language, Mathematics, Geography, History, Technical Drawing, Commerce, Business Methods, Physics, Biology, Chemistry and others.

A subject is the organised body of knowledge which provides the learner with the facts and methods, which he is expected to make use of elsewhere. The two terms 'subject' and 'discipline' are interchangeably used by educators

Each subject in the school curriculum offers different types of training to the learners. School subjects contribute significantly to those attributes needed by the child for proper development. The attributes could be intellectual, moral, physical, aesthetic and / or spiritual in nature. Subjects also contribute to development of the child in the area of skill acquisition, occupation citizenship, home membership and utilization of leisure time. These developments become necessary if the child is to be properly adjusted in the society.

UNIT

In this context unit is the basic educational unit which Wheeler (1977) refers to as the classroom work unit, that is, inter-related but self-contained educational sequences. A distinguishing feature of a unit is that it provides links among objectives, experiences, content and evaluation. It has its own pattern of organization. Thus, a unit is a sequence of experiences or activities

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systematically leading the learner from what has been acquired to what is to come. At the classroom level, if consists of planned series of lessons on a particular broad concept or topic over a specified period of time. A typical unit spells out the order of steps to be taken in order to achieve mastery of a particular concept. The order may extend from the introductory part of a lesson to the concluding part, which is the evaluation stage.

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COURSE PRE-REQUISITES

Pre-requisites are prior knowledge required for learning new material. The mastery of new learning material of a particular course is dependent on prior knowledge relevant to the new material. A course pre-requisite is that knowledge that will be called upon while learning new materials during the course. For instance, in arranging the structure of learning task in a Beginning Reading Course, the first set of learning task which learners are basic exposed to is the English alphabets since these are to reading in English.

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Pre-requisites are considered as enabling objectives in that they are the objectives that must be achieved guarantee realisation of other objectives. The enabling objectives for a particular learning task might have been learned a long time ago or they could be components of the current lesson. If they were learned prior to the lesson in which they are needed, they would be referred to as

entry behaviour. On the other hand, if they are to be learned during the current session, they would be termed 'sub-ordinate competencies' (Briggs and Wager, 1961)

CREDIT-HOUR

(1 hr per week (credit)
2 hrs - - 2 credits)

Credit-hours give an indication of the workload of a course. For instance, in the Nigerian educational system one credit hour indicates that one hour per week would earn one credit for a course. A two credit course requires that the course should be taught for two hours per week.

However, variations exist with regard to the practical aspect of the course in various institutions. While some institutions may indicate that 5 hours of practical work per week should earn one-credit hour, others may specify that 2 hours of practical work should earn one hour credit. In most cases, the number of hours of practical work is never equated to those of theory in terms of credit allocations to a course.

QUARTER YEAR PATTERN

A quarter year pattern of programme structure consists of about ten weeks. All academic activities including course work are drawn up to fit into this time-span. The entire academic year's work is split into about 4 parts. This means that a quarter year pattern's workload constitutes one-quarter year of that of a full academic year's work. An academic year has 4 quarters.

Examinations and a holiday usually come up at the end of each quarter. Evaluation is based on the quarter year's work. The quarter year pattern is operated in America and some other countries but the Nigerian educational system does not practise it.

TERM OR TRIMESTER PATTERN

As the name 'term' or trimester implies, this pattern of programme structure constitutes about one-third of the schools' academic year. That is, an academic year has 3 terms. The curriculum guide, scheme of work or course work of an academic year is divided approximately into 3 parts. Each part constitutes a term's work. At the end of each term or trimester, there is always an examination and a holiday. Evaluation usually covers the entire term's work. A term or trimester consists of about 12 to 13 weeks. In the Nigerian educational system, primary and secondary schools operate the term or trimester pattern or programme structure.

SEMESTER PATTERN

In a semester, the time-span is equivalent to that of half of an academic year. The curriculum guide / scheme of work or course work is accordingly equivalent to half of that of one academic year. In this case, an academic year consists of two semesters. Examinations and a holiday always come up at the end of each semester. A semester is made up of about 15 weeks. In the Nigerian

educational system,. Most universities and tertiary institutions operate the semester pattern of programme structure.

ACADEMIC YEAR PATTERN

In the academic year pattern, the curriculum, scheme of work or course work are drawn up to cover a full academic session. Examinations come up once a year students referred to such examination as the almighty June exam" Evaluation is based on the entire year's work. Throughout the 1950s and 1960s till the early 1970s when abolished, this pattern was practised by the Nigerian Universities.

CREDIT AND ELECTIVE SYSTEMS OF PROGRAMME CONSTRUCTION

Credits are attached to unit of courses. Credits have to do with contact hours per week. Credit hours give an indication of the value/worth or content or workload of a course. In the case of theory, one hour per week earns one credit. If a particular course is taught for 3 hours per week; then that course is a 3 credit course. If the course runs throughout a quarter, then we talk of quarter credit hours. Similarly a course which runs throughout a term or semester earns term credit hours or semester credit hours. For instance, in the American educational system, a candidate can earn a master's degree with 45

quarter credit hours and another with 30 semester credit hours. It implies that the two programmes are equivalent.

With regard to practicals, the various institutions specify the number of hours of practical work per week that will earn one credit hour. In most cases, the number of theory hours per credit may double or triple that of practical work.

In the course unit system, some courses may be compulsory or elective. When a course is designated elective, it means that the student has freedom to select the courses. In some programmes, it may be specified that a student must pass 2 electives and such a student is free to take 2 or more electives. The most important thing is that 2 of the elective courses should be passed. However, it is note-worthy that in some programmes, there are no electives at all. Before now, until recently, especially in the tertiary institutions in Nigeria, all courses registered for must be passed. They are core courses, 'core' in the sense that the courses are compulsory and they must all be passed.

Credit must be earned in all the core courses which are designated required are those which must be taken but not necessarily passed.

ELEMENTS OF A CURRICULUM

It is instructive for you to know at this stage that a curriculum can refer to a single subject area e.g. English

curriculum, French curriculum, mathematics curriculum. In this sense, it is usually referred to as micro-curriculum. On the other hand, the term may apply to the whole school-wide programme. As such it is referred to as macro-curriculum. In its written form as a single subject, curriculum consists of these elements:

1. Objectives

This indicates the statement of intended outcome i.e. what should be achieved by introducing and implementing the curriculum. (It answers the question why?)

2. Content:

As earlier discussed, this involves what should be taught, what should be presented to the learners so as to make them attain the desired outcomes stated as curriculum objectives. (For details refer to chapter 5).

3. Method:

This deals with the way in which the content will be presented to the learner so as to make them attain the desired outcome.

4. Evaluation:

This deals with the determination of whether the intended outcomes have been achieved. It shows progress towards the attainment of the desired outcomes. Information from evaluation could assist in modifying or improving the objective, content and method of the curriculum. Though these elements curriculum can answer the four fundamental questions posed by Tyler (1949) i.e.

- (a) What educational purposes should the school seek to attain?
- (b) What educational experiences can be provided that are likely to attain these purposes?
- (c) How can these educational experiences be effectively organized?
- (d) How can we determine whether these purposes are being attained?

SUMMARY

This chapter examines the meaning and nature of the curriculum. The word is of Latin origin meaning 'a race-course'. It was applied in education to mean a course of study. However recent definitions have been offered by various experts. Some of these are narrow, referring only to a course of study while others are wide referring to all activities within and outside the classroom. A curriculum usually consists of objectives, content, learning activities and evaluation. It is the widest of all the related concepts and it is the blue print for education.

CHAPTER TWO

MODELS OF CURRICULUM DEVELOPMENT

In chapter one, we examined some of the various definitions of the curriculum. Depending on the perspectives of the individuals, curriculum can be defined in terms of teaching, learning and governance (Ivowi 1986). In an attempt to cover all the various definitions of curriculum and produce what may be termed a comprehensive definition Gowin (1981) defined curriculum as "a logically connected set of conceptually and pedagogically analysed knowledge and value claims".

Taking cognizance of this definition, curriculum development can be defined as the process of planning, executing and disseminating new and a structured set of learning experiences in order to bring about some changes in a learner. It involves many people working for a long time even outside teaching, learning and school administration. These evaluators, found in the Ministries of Education at the local, state and federal levels Examination Bodies (like the West African Examination Council (WAEC) Lagos and the National Teachers Institute, Kaduna) Publishers and Accreditation Bodies (including the National Universities Commission (NUC) which is in charge of the universities in Nigeria). National Board for Technical Education (NBTE) (which is

responsible for polytechnics and colleges of technology). The National Commission for Colleges of Education (NCCE) which takes care of Colleges of Education and Advanced Teachers Colleges. The teachers as the arbitrators, interpreters and operators who transform theory into practice are also important in Curriculum Development. Other Educational bodies who are involved in curriculum development are the Nigerian Educational Research and Development Council (NERDC) and professional bodies such as the Science Teachers Association of Nigeria (STAN).

Curriculum Development model is concerned with the relationship among the different stages of curriculum development. A model of curriculum development may therefore be defined as a framework or plan of action for designing "the structured set of learning experiences". Basically, the different parts of curriculum development that are called into play in the relationship are the curriculum elements of objectives, content, method and evaluation. Thus a curriculum development model can be seen as a convenient method of showing the relationship amongst the curriculum elements in the curriculum development process.

There are many curriculum development models and these can be classified into three viz. Objectives, process and interaction models. The objectives and interaction models form the two extreme ends of a continuum while

the process model is somewhere in-between them. In this book, we shall concern ourselves with the objective models.

The theoretical framework for the objectives model of curriculum development is based on the desire to provide answers to the questions why? what? and how? of education. The first seeks to provide a precise statement of objectives; the second selects and organizes learning experiences as well as plans and builds teaching/learning units, while the third considers teaching techniques, methods and approaches. The model prescribes that we should not decide on 'what' to teach or 'how' to teach until we have known 'why' we are doing so. This provides a rationale for our action before it starts.

The features, merits and demerits of some examples of the objectives model are here described.

TYLER'S LINEAR MODEL OF CURRICULUM DEVELOPMENT

Ralph Tyler is the pioneer of the objectives model of curriculum development. He based his rationale for the model on the central questions.

- What educational purposes should the school seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?

How can these educational experiences be effectively organized?

How can we determine whether these purposes are being attained?

Using these questions as a logical sequence for planning, he formulated a linear model now known as Tyler's Linear model or Tyler's objectives model (Fig. 1.0)

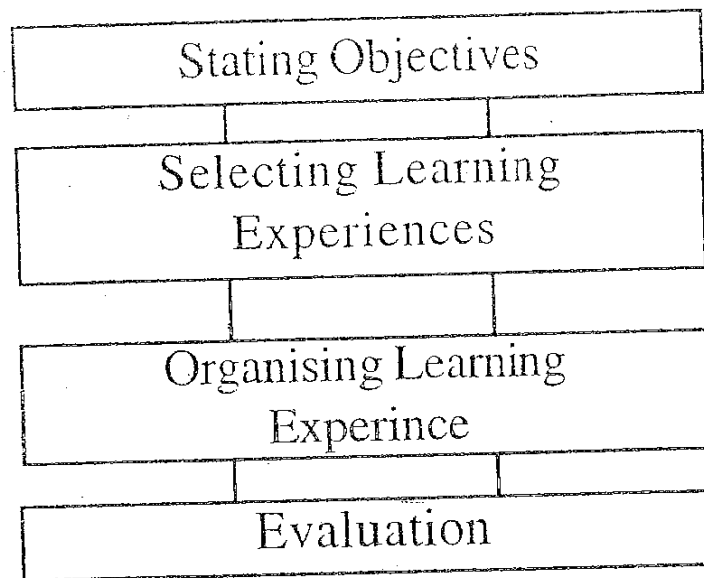


Fig 1.0 Tyler's Linear model

The model is a four stage curriculum development model which is linear and uses the elements of objectives, content, method and evaluation, the most important stage being the first stage since all the other three stages derive from it. This model provides for educational programmes to be studied systematically and intelligently through a determination of the education objectives. Even at the

end of the educational enterprise, evaluation needs to be based on and judged against the standard set by the statements of the objectives. This further amplifies the cardinal roles of objectives in this model.

One of the criticisms of Tyler's linear model is that it is too simple and it assumes that evaluation needs to be a terminal process only.

WHEELER'S CYCLICAL MODEL

Wheeler (1967) suggested a cyclical framework in place of the linear relationship among the curriculum elements. This approach is known as the Wheelers cyclical model (Fig. 2.0)

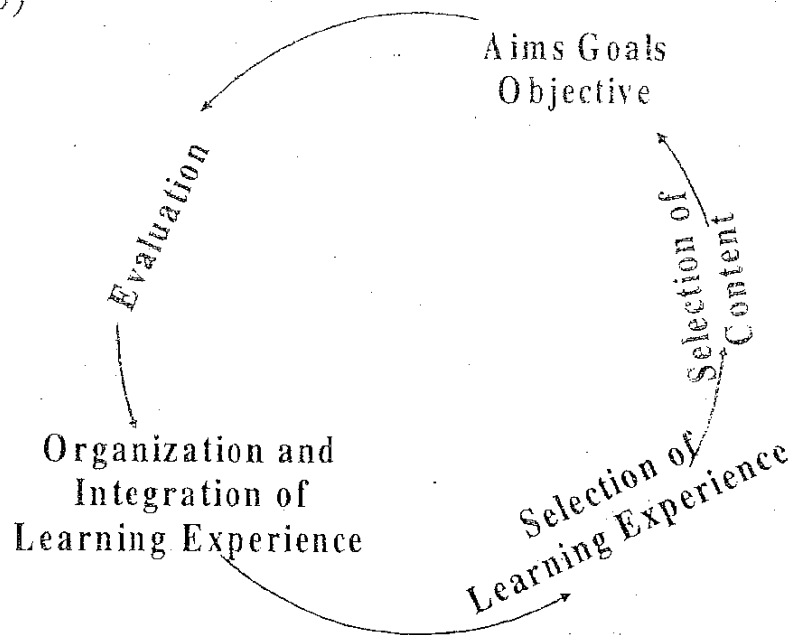


Fig 2.0 Wheelers Cyclical Model

The model begins with aims and objectives whereby the aims are global .The objectives are specified in

behavioural terms and may be referred to as specific objectives. It also requires a systematic working through the objectives and differentiates between content and learning experiences. Unlike Tyler's linear model, it is a closed model.

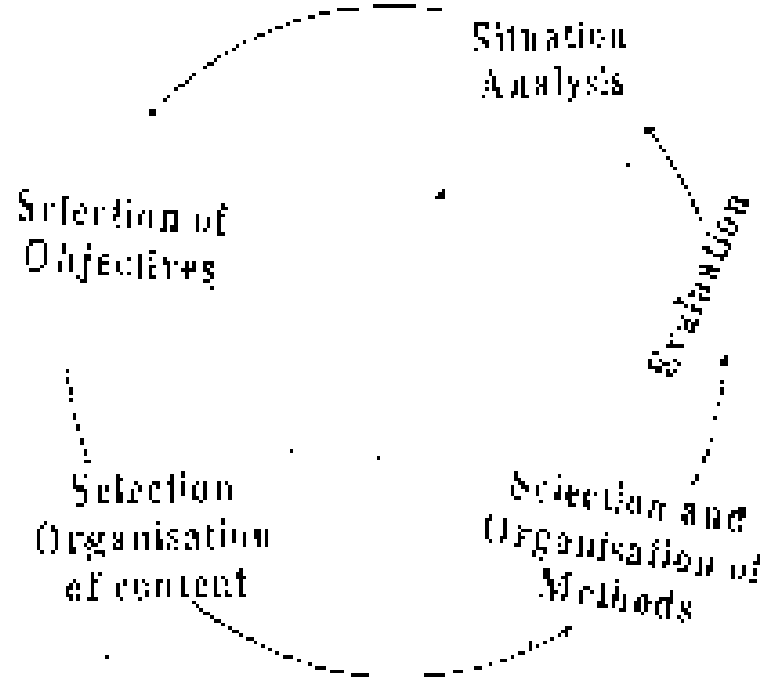
NICHOLLS AND NICHOLLS (1972)

Nicholls and Nicholls also proposed a cyclical model like Wheeler. They also agreed with the four main elements - objectives, content, method and evaluation. However they differ from Wheeler's model in that they added one very important phase which is the situation analysis.

Thus the model has five stages

- (1) Analysis of situation
- (2) Selection of objectives
- (3) Selection of organization of content
- (4) Selection and organization of method
- (5) Evaluation

They are of the view that curriculum development should be continuous and dynamic. They see situation analysis as a major stage involving stock taking before embarking on a programme or teaching. The situation includes an analysis of the learner's background, person characteristics, school climate, facilities and equipment.



NICHOLAS AND NICHOLLS (1972)

KERR'S MODEL

Like Nicholls and Nicholls, Professor J.F. Kerr argued that the whole of the curriculum development process should be dynamic and continuously evolving and not static. He therefore proposed a model which starts with the objectives but in which all other areas influence one another such that one can actually start the process of curriculum development from any stage. This is a major departure from either Tyler's linear model or Wheeler's cyclical model. Kerr's model is shown in figure 3.0 as presented by Ivowi (1986)

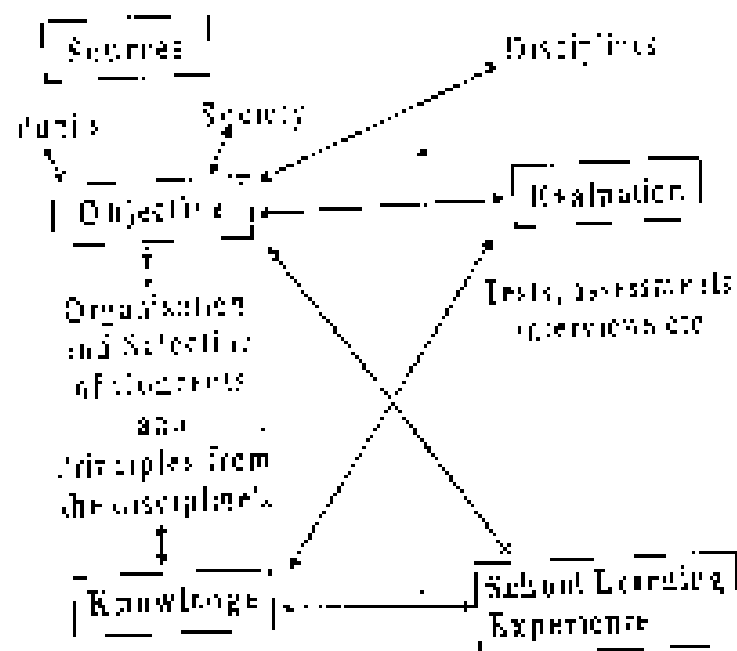


Fig 3.0 Kerr's Model

As shown in the diagram, the model has a double-headed arrow linking evaluation and objectives indicating that objectives could be modified in the light of the results of evaluation. As can be seen all the four elements are not only interrelated, they are also dependent on one another. The model is rather complicated but it is clear that objectives are linked and interrelated to knowledge, school learning experiences and evaluation which form the four curriculum elements.

In the series of objective models are others like Taba (1962) Popham and Baker model, Lawton's model and Johnson's planning, implementation and evaluation (PIE) model of curriculum development.

The objective models have the following features in

✱ common

- Most of them begin with the statement of objectives.
- These objectives are taken as the basis for selecting content and method.
- There is a fixed sequence amongst the curriculum elements in the order of objectives, content, method and evaluation.

The merits of the objectives model include the following (Iyowí 1986).

1. With the objectives as the first stage, the developer is provided with a clear direction and a guide for the entire process. It is argued that this clear purpose forms a basis for the effectiveness of the curriculum since it then becomes a function of the precision and clarity of, and the compliance with the chosen objectives.
2. It provides a blueprint and a fixed guide for the curriculum development process thus endearing its simplicity to beginners.
3. There is apparent logic in the sequence of the stages of curriculum development in the model and this agrees with common sense appeal and systems management.

The demerits of the objectives model include the following (Iyowí 1986)

1. Practical curriculum development is hardly a fixed or linear process.
2. The sources of the curriculum objectives, upon which so much depends are not explained.
3. It cannot account for the many complex outcomes of learning since what is learnt and the process of learning cannot always be so predictable.
4. Predicting specific objectives at the beginning may limit what can be learnt by students in the sense that the teacher may not pursue anything outside the set objectives, which may be of interest to the students.
5. It provides a dichotomy between the ends (objectives) and the means (content and method). This ought not be the case.
6. It wrongly assumes that the structure of knowledge can be expressed in prespecified, performance, and that all learning experiences can be measured quantitatively.
7. It also wrongly assumes that all subjects are suited to the specification of objectives whereas this is not true, arts subjects are good examples.

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SUMMARY

A model curriculum development has been defined as a framework showing the relationship amongst the curriculum elements of objectives, content, method and evaluation. Many models of curriculum development exist but they are difficult to interpret and compare. Objectives, content, method, process and evaluation are examples in the series of the curriculum development which are discussed. The features of each model are briefly described. It is noted that the major elements of curriculum are common to all. All the elements are interrelated. While some models see this stages of curriculum development as linear, the others see it as cyclical. The merits and demerits of the objectives model are also highlighted.

CHAPTER THREE

CLARIFICATION OF AIMS, GOALS AND OBJECTIVES

Many teachers and students misconstrue the terms aims, goals and objectives even in the national policy on education, the terms are used interchangeably as if they mean the same thing. Thus, there is the need to make a distinction between them in order to have a clear focus of what they mean in education.

EDUCATIONAL AIMS

Educational aims are overall long-term ends of schooling that give direction to activities and motivate behaviour (Ndujisi 1973). They are usually broad and global for example, the national educational aims to which Nigeria's philosophy of education are linked are quite broad and embracing. As documented in the Nigeria national educational aims are :

1. The inculcation of national consciousness and national unity.
2. The location of the right type of values and attitudes for the survival of the individual and the Nigerian society.
3. The training of the mind in the understanding of the world around and

4. The acquisition of appropriate skills, abilities and competencies to orient and physical is equipment for the individual to live in and contribute to the development of his society.

It can be seen that aims are quite general in nature. Since schools are the vehicles through which these aims are achieved, they constitute the focus of education. Hence, their usefulness lies in the fact that they indicate the general direction of the curriculum. Even though they cannot be applied directly to instructional situations in the classroom, they provide a basic orientation for the curriculum developer and also serve as a pointer to what the schools set out to do.

It is important to note that educational aims originate from societal needs, values and problems. For example, it is noted in the national policy that to foster the much needed unity of Nigeria, imbalances in inter-State and intra-State development have to be corrected. Not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources.

The language education policy adopted is therefore geared towards the attainment of these stated needs. This is reflected for instance the prescription that students in the secondary schools should study the language of their own area in addition to any of the three main Nigeria

languages, Hausa, Ibo and Yoruba.

CURRICULUM AIMS

Aims as used in curriculum development designate broad statements of desired changes of learning outcomes. They are derived from educational aims as specified in the national policy. They are usually general statements of intent desired of the learner. Aims are then broken down into goals and objectives by the different institutions at the various levels of the educational process at the teachers. Each subject area discipline often has established goals though they are difficult to measure. For instance the goals of the integrated English studies curriculum for junior and secondary schools (embodying the following essential elements: Vocabulary development, comprehension structure, listening, reading, spoken English, writing and literature) is to promote a systematic development of both the language skills and literacy knowledge that are considered essential for effective use of English in oral and written communication as well as in learning other subjects in the school curriculum.

GOALS

Goals as mentioned earlier are general statements, which mean the end, the result of the achievement towards which effort is directed. The term is used extensively to

designate the broad significant outcomes desired from an educational programme. From the definition of goals it is apparent that the meanings of the terms 'aims' and goals overlap.

Thus, it is common in general usage to see both terms used interchangeably. However in an attempt to provide a comprehensive definition of the term goal experts have come up with different levels of the term in curriculum development. Wheeler (1977) provides us with a three-step hierarchy of the terms as follows:

ULTIMATE GOALS:

These signify the expected end products overall. It is stated in broad terms and often difficult to measure or observe. It takes a fairly long period to achieve.

MEDIATE:

Goals, which refers to statements of internal behaviours in situations at given stages as we progress towards the attainment of the ultimate goal.

PROXIMATE GOALS:

These are specific statements of internal behavioural outcomes possible under ultimate goals. Proximate goals are used the curriculum or course of study in schools which operate separate subject organisation. Wheeler emphasised that the terms, though specific are linked and not discrete.

According to Saylor et al, general goals stand for the broad significant outcomes expected from educational programmes and sub goals which state in more specific terms the nature of the ends sought in the learning opportunities . According to them, sub goals are the basic elements to the detailed job of curriculum planning. It is clear that the writers are all expressing the same view in different ways. A common features of the various meaning and categories at the terms is that they are all statements of desirable outcomes.

Curriculum goals are meant to guide and inform curriculum designers, teachers, learners, educators and the public. It serves as the bedrock for determining instruction. By the general nature of the definitions of aims and goals, they are less useful for the classroom teacher with regards to instructional purposes such as selection of content, instructional modes and education procedures. This is because by their global nature, they appear rather vague for direct adoption for classroom use by teachers hence, they are to be translated into objectives. Objectives are thus derived from goals. The teacher therefore is able to plan and carry out his instruction using objectives.

OBJECTIVES

Objectives are short term targets to be reached by the teacher or the pupil. Objectives refer to the specific

change expected to occur in a learners behaviour at the end of a unit of instruction. Just as we have different levels of goals, there are also various categories of objectives. These includes:

- 1 **Instructional objectives**
- 2 **Behavioural objectives**
- 3 **General objectives**
- 4 **Specific objectives**

Instructional Objectives:- These are stated in terms of what the teachers intends to do or achieve at the end of instruction. Their use by teachers in stating objectives for classroom purpose is not encourage because they are difficult to measure. It is not easy to determine whether they have been achieved or not e.g

- 1 **To teach students the letters of the alphabets**
- 2 **To teach the past tense of some verbs**

Behavioural Objectives:- These are also known as performance or specific objectives. They are expressed in terms of students behaviour, that is, what students are expected to be able to do as a result of the unit of instruction or from participation in a unit of learning activities. They are readily measurable and hence are recommended for use by teachers. They express in measurable terms the knowledge, skills, techniques and attitudes that the learners is expected to show evidence of at the end of instruction.

Action verbs such as construct, explain, describe, define, inflate, apply, list, measure, draw, mention, identify, name, mix, etc are used to state behaviour objectives e.g by the end of this lesson, students should be able to mention and list all the various stages of the curriculum process fully.

The important factors in stating behavioural objectives include the following:

- a. It should be stated as learning products and not as a learning process. This means that it should have an action verb, which indicates what students should do as an evidence of having achieved the objectives. It should indicate terminal behaviour not act the learning method or subject matter used during instruction.
- b. It must state the condition under which the learner will exhibit what is achieved. This includes whether he will be given paper and pencil to write or whether he should be given some apparatus to manipulate especially in practical lessons.
- c. It must indicate level of acceptance of performance. This states for example write one page or two pages as an essay or label oil or ten features of a mammalian skeleton.

General Objectives:- These are similar to goals in that they are one broad statements they are usually not

measurable. The situations in which they are used constitute their main difference. While goals are used at the level of the curriculum, general objectives are more likely to be used in a specific course syllabus. However, both are often used interchangeably to the extent that a clear distinction between them may not be significant. It is important to note that general objectives differ from behavioural objectives in that they do not tell us what the student should be able to do at the end of a lesson or unit of instruction. Examples of general objectives:

- a. On completion of this course the student should be able to know the difference between education and curriculum.
- b. The student should be able to understand the meaning of the word curriculum.
- c. The student should be able to appreciate the work of art.

Specific Objectives: These are synonymous with behavioural objectives or what is also referred to as performance objectives. They are definite, precise and more specific about what the learners should be able to do at the completion of a unit of instruction. General objectives focus on what the learners is able to do at the end of the entire course and these are usually translated into specific objectives which are able to guide the teachers on what to do regarding specific aspects at the

curriculum such as selection of content, learning experiences, teaching methods and evaluation procedures within a unit of instruction.

IMPORTANCE OF OBJECTIVES TO CURRICULUM DEVELOPMENT

- a) Objective guide the educational programme. An objective that is clearly stated will indicate behaviour to be demonstrated after going through the instructional process. It identifies what the student, school and the teacher should achieve, curriculum decisions are determined by the stated objectives.
- b) Knowledge of expected outcomes will guide the teachers in planning. It guides the teacher during selection of learning experiences. It directs what to teach and how to teach it.
- c) Objectives dictate or influence the choice of learning materials that should be used by the teacher and his students.
- d) Objectives serve as a guide for evaluating curriculum development.
- e) Objectives give clarification to educational intentions in a learning situation. It prevents misconceptions.
- f) It provides a focus while trying to reflect on the overall effectiveness of teaching in terms of students performance.

The domains of learning:

Objectives are usually formulated in three domains of learning (Bloom,1956)

1. **Cognitive domains:** this refers to the acquisition of knowledge, especially the learning of the subject matter. Here we have objectives like - recall, especially the learning of the subject like-recall, explain, mention, list, solve. There are several levels of the cognitive domains.
 - a. **Knowledge :-** recalling facts, principles etc. student recall, label mention, list and draw etc.
 - b. **Comprehension :-** ability to grasp the meaning of material students explain, given examples, answer, interpret, translate.
 - c. **Application:-** involves using in a new situation e.g using words in sentences, student solve, construct, operate.
 - d. **Analysis:-** Breaking down materials into their components parts e.g students breakdown, sub-divide, differentiate, separate etc.
 - e. **Synthesis:-** ability to put points together. students reconstruct, write a short story, compose, design
 - f. **Evaluation:-** Using various criteria to judge value of the material or object e.g students criticize, justify, support, compare etc.

2. **Affective Domain:-** This has to do with behaviour, interest, attitude etc. It is in the area of the heart, of emotion, reactions, sensing, objectives in this domain include, listen, assist, help, share, invite, suggest etc.
3. **Psychomotor Domain:-** Deals with the development of skills, physical performance, Examples of objectives are, draw, paint, play (e.g. music, games), jump, run, type, write, sing, set up apparatus, handle, dramatise etc.

SUMMARY

The chapter is concerned with the process of formulating aims, goals and objectives. Aims are long-term intentions of the nation, institutions and educational systems.

Goals are also long-term intentions which take shorter period to attain than aims. Objectives can be instructional or performance. These are short term targets of the teacher (instructional) or the pupils (performance). They are not often with action verbs. We also have general objectives and specific ones. Objectives are important in curriculum development. There are three domains of education in which we can and should write objectives. These are cognitive, affective and psychomotor.

CHAPTER FOUR

SOURCES OF EDUCATIONAL AIMS AND OBJECTIVES

As stated in chapter three aims, goals and objectives are at different levels of generality. They are educational ends that are supposed to give direction to the educational process. They also form an important element of a curriculum. They are formulated with consideration to certain factors which derive from various sources. There are therefore factors to be considered in developing or designing the curriculum. These include:-

1. The nature of the learner
2. The nature of the society
3. The nature of the subject matter

FACTORS TO BE CONSIDERED IN DESIGNING A CURRICULUM

We have seen the correlation between curriculum and different areas of Study as well as that between education and curriculum. In the process of education therefore, we have to take all these correlations into Consideration. Thus in designing the curriculum the following factors should be considered as they form the major sources from which we can derive the aims.

1. NATURE OF THE LEARNERS:

Learners in the school system are the "raison d'être" of any curriculum. Without learners there can be neither school nor curriculum. The effectiveness of the teacher's work is demonstrated through how much learning has taken place. The school environment is judged by how much and how it affects the learners; and the extent to which our objectives for any curriculum have been realised is largely determined by the kind of learning that has occurred. Thus, both the teacher's and the curriculum planner's interest in learners is primordial. Our interest in learners usually takes two forms viz: finding out what these learners are like, or in other words, learners characteristics and finding out how effective learning can take place (the learning process). We usually turn to psychology for an insight into both the nature of the learners and the nature of learning processes. In this area of study, we find that in growing up, the learners undergo certain stages / changes in size and structure of the body. This behavioural characteristics which affects learning, social interaction, attitudes etc. We also find out that learners exhibits individual differences in many respects and finally we find how learning takes place and what factors affect it. All these are the major concern of this chapter.

THE GROWTH AND DEVELOPMENT OF LEARNERS

In terms of the physical aspects of the individual, growth may be referred to as changes in the size of the body or parts thereof while development may be seen as changes taking place in respect of physical features. In other respects (e.g. mental or emotional aspects) growth and development may be used interchangeably. The following findings may be gleaned from studies of developmental psychology.

- a) Growth and development in physical terms take place in stages from childhood right through adolescence to adulthood.
- b) The physical changes involved affect the individual in certain ways in terms of the kinds of activities he is capable of doing, his emotional state, the way he interacts with others etc. A knowledge of such changes will help the curriculum planner to stipulate the kind of activities suitable for each stage of development and seek ways of helping learners to cope with characteristic problems of the various stages.
- c) Emotional development will involve changes in the way in which the learner considers social interactions, problems of right, and wrong, and good and bad etc, and moral issues generally. Three main stages of emotional development have been identified.

- i) The pre-conventional, during which the child responds to human action and should write objectives. These are cognitive, affective and psychomotor, as being good to bad, expecting the good to be rewarded and the bad to be punished.
 - ii) The conventional stage, when the child seeks to adhere to rules, tries to behave well and gain approval of others.
 - iii) The post-conventional, which has a law and order orientation the right action fulfilling a social contract. A knowledge of such stages of emotional development will help curriculum planners to provide opportunities for meaningful interaction, well directed guidance programmes and suitable moral instruction programmes.
- d) Cognitive-development has to do with the process of concept formation and the development of thinking processes. The work of piaget in this area has revealed certain important stages of cognitive development as follows:
- 1) The sensorimotor level (from infancy to about 18 months) when the child assimilates sensations and relates with his physical environment by developing a system or structure for manipulating objects.
 - 2) Pre-operational level (18 months to 7 years) during which the child exercises his perception e.g recognition

of differences in size and increases in number. He also uses images and words to symbolise objects but does not operate logically yet.

3. Level of concrete operations: When logical operations begin at 7 to 11 years. The child recognises some of the laws of logic, e.g., he knows that if a and b combined result in c, then c combined in the same way will

4. Level of formal operations: from 11 years upwards.

This level involves using reasons and applying rules to more abstract situations, stating hypothesis, testing them and drawing conclusions.

Piaget says that intellectual development is gradual and continuous, creating a merging or blurring of the four levels. Progress at these levels depends on how mature the child is, how much experience he has had, and how well he has processed information supplied by people in his environment.

The last three stages have real meaning for curriculum planners from nursery schools through secondary schools. At the middle levels of schooling for instance, teachers should be spending much time in making the process of logical operations easier at the concrete level and preparing children for the formal operations. There are hints in this theory about arranging subject matter sequence. J. S. Bruner has indicated that it is possible to teach any subject to children at any level. Says he

any subject can be taught effectively in some intellectually honest form to any child at any stage of development.

What he means is that we only need to grade our work in any subject to suit the particular level of children we are dealing with. Thus both children at the elementary class one level and those in secondary class three can do addition of figures, but at different levels of difficulty according to their levels of cognitive development.

PERSONAL CHARACTERISTICS:

A visit to any classroom will reveal some of the learners differences within the first minute or two e.g differences in sex, size, shape facial appearance and certain behavioural characteristics. Other personal differences are not so obvious and would need some careful study in order to discover them. The following points are worth noting.

- (a) Learners exhibit differences in their ability to perform tasks: Some work faster than others, some are thorough while others are sloppy some need a lot of assistance while others want to work independently etc. A child may be good in arithmetic, fair in spelling and poor in history. Even the same child may exhibit differences in ability in respect of different tasks within the same subject.

- (b) If all differences are taken into account by the school, it will be impossible to have a single programme for everybody all the time, as we need to live at the present time. There will be greater variation both in the materials we present and the way we present them. The problem of grouping according to abilities and interest (if we cannot individualise instruction, given our inadequate means) is worth looking into.
- (c) A desirable educational condition will give everyone an opportunity to do better than he would otherwise have done. As at present, we have the tendency to condemn as hopeless pupils who have not succeeded at first.
- (d) Since factors of growth are interrelating, it is possible to find the causes of learning difficulty at a given time on some other personal factors, which we do not expect. For instance an otherwise good mathematician may be temporarily blocked by emotional problems or some kind of physical discomfort, which act as barriers. Every learner brings into the learning situation a number of individualised conditions of learning. These include his personality, his previous experiences, his mental ability and the effects of the social order on him. The learner's personality manifests itself in his emotional organisation which affects his sensitivity to social and other phenomena as has with adults,

his desires – or lack of desire to master his environment, and the extent of his preoccupation with personal problems which may affect learning.

The learner's insecurity may have either a positive or negative effect on learning either showing off his abilities or under estimating his power. The self concept of the learners has an effect on effectiveness of Learning. Research findings show that the learner performs according to his self-concept. High levels correlate with school achievement. Achievers feel more positive about themselves than under-achievers. The teachers duty is therefore to help build up learners ego, strength and Self concept.

Learners past experiences also affect learning in many ways some interest Created early in life last very long. Where they coincide with school Curriculum, then there is positive learning. But very often they differ Considerably and there is a problem. Exposure to modern machines like Radio, television, books etc also widen learner's horizon and so on. Many learners have their prejudices, biases, and ideas etc before coming to School. These will affect learning, positively or otherwise depending on What they are vis-à-vis the school orientation.

The question of intelligence is also of paramount importance Intelligence Can be defined as that cluster of

Ethnic background can also affect learners' interest, attitudes, objectives and motivation.

In a general way, what can the curriculum planner learn from this information about the individual differences highlighted, and the way the learners grow and develop?

1. School activities and subject matter should be planned to coincide with the developmental stage of the learners. These activities should be conceived to help learners achieve steady growth and development and overcome problems encountered in such a process.
2. As much as possible, the individual should be catered for within the group.
3. Learning activities and materials should be varied as much as possible in order to cater for individual differences in interest, ability and learning styles.
4. The time needed for completing prescribed activities should be varied to permit various ability groups participate fully.
5. Learners should be sub-grouped in numbers and differing groups.
6. Provision should be made for independent study projects as well as group study.
7. Varied evaluation instruments should be prepared to measure various kinds of achievement and progress.

2. NATURE OF THE SOCIETY

It is not difficult to perceive the relationship between the school and the society. In the first place, every school is situated within a given society or community. Secondly, all our pupils come from the society and eventually go back into it. Thirdly, it is the society that creates the school for the purpose of inculcating Culture into the young ones. Therefore, the society is not just aware of what goes on in the school, but always tries to determine or greatly influence its programme, activities and the content of learning. On the other hand, the school is not just aware of its social environment; it seeks to include as many elements of the societal culture as possible in its programme of activities and studies.

We can view society at two levels. First, we have the human society at large comprising all the human communities around the world. Thus we can talk of a world culture.

As a citizens of the world we can talk of a world culture comprising those things that we should know, possess and be able to do as members of a modern world. A lot of this world culture exists in the programme of the school.

like mathematics the Sciences, History, Geography, Religion etc. All formal education systems try to include significant aspects of this culture in their programmes. Another level of society is more particularised or localised. At this level we can talk about the Nigerian society or the Yoruba society etc, of course, schools in these societies also teach world culture but in addition, they include elements of the local culture into their programmes or even adapt the world culture to local needs e.g. in subjects like social studies, history, geography, arts and crafts, languages etc.

If you take any curriculum, you will find the two levels of culture in the content (see chapter 16)

Many school systems have a direct link with the society. They invite members of the community to participate in school activities and send out their learners into the society for community projects.

In this way, the curriculum reflects the culture of the society in its different elements. Take for instance the element of aims and objectives. When we consider the National policy on education we find out that there are some of the four aims that are directly culturally determined. For example:

1. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.

2. The inculcation of national consciousness.
3. The acquisitions of appropriate skills, ability and can and should write objectives.

These are cognitive, affective and psychomotor competences both mental and physical as equipment for the individual to live in and contribute to the development of the society.

Working towards the achievement of these aims means working towards cultural awareness and development. In the area of content, a lot of the content of education is socio-culturally determined especially in areas like agricultural, music, social studies, arts and crafts and introductory technology.

The activities recommended also include going into the community, inviting professionals from town to do demonstrations and teaching etc.

The curriculum planner and developer must therefore, be very familiar with the cultural context of the school and use such context in planning and executing the programme.

THE NATURE OF THE SUBJECT MATTER

Subject matter is usually organised in disciplines, a discipline being defined as both a way of making knowledge and as the domain occupied by particularised knowledge. For instance, knowledge pertaining to

physics has been discovered by a given set of men, is peculiar to the physicist as a laboratory scientist and the content of this knowledge is quite distinct from knowledge in chemistry, biology, history, geography etc. Each discipline has its own integrity because it has been built up over the years by respectable and intelligent, creative specialists.

Subject matter as content of education would therefore consist of what men know and believe in various disciplines. Each education system will select this content according to what it regards as relevant and significant to organised fields of knowledge or what it thinks will be interesting to the learners and relevant to their needs. There are two aspects of the subject matter to be considered- the subject matter and as the substance and the subject matter as process, in other words the what and how. Learning is both the substances and the process categories forms the curriculum of the school. These are seen clearly by considering the levels of knowledge.

THE NEED FOR SELECTING SUBJECT MATTER

World civilisation today is characterised by a phenomenal explosion of knowledge in all fields of learning. More and more knowledge is being discovered everyday and the frontiers of knowledge are ever expanding. What

was regarded as an aspect of a discipline ten years ago, has developed into a full-fledged discipline today.

More also, what was widely acclaimed as a fact a few years back has now been discovered to be a fallacy. In addition, the need of society are changing. the agrarian society is becoming industrialised, the industrial world is in process of computerising all aspects of life and seeking ways of conquering heavenly bodies; wholesome important by third world countries is giving way to transfer of technology. Having stated earlier that the school is a creation of society for the purpose of initiating the youth into its culture, we find that the problem of choosing what to teach cannot be considered beside the orbits of the society being served by the school. Let us now clarify the issues involved.

1. The explosion of knowledge is such that the school cannot possibly cope with teaching even half of what there is to learn.
2. Knowledge is so rapidly changing that we cannot consider the choice of contents a one and for all affair. It has to keep changing.
3. Each society decides what is important for learning, and since society changes rapidly, decisions on content will have to be made often and again.
4. The school has a limited time at its disposal within which to teach all there is to teach. This imposes

greater need to select content.

5. The tendency today is for classes to become rather large and noisy. This will necessarily affect the pace of learning and the amount of content that can be learnt. There is therefore a need to select the part of knowledge which can be taught meaningful within a specified time in accordance with the need of society and learners as well as the changing nature of the subject matter.

In order to make rational selection, there is need to establish criteria for inclusion of certain areas of learning and the exclusion of other areas.

THE NATIONAL POLICY ON EDUCATION

The National policy on education is a forty-nine page document by the Federal government. It is very comprehensive in scope touching of nearly every aspect of the Nation's Education system such as the philosophy of Nigerian Education, pre primary Education, primary school curriculum, secondary school curriculum, higher education, technical education, adult education, non-formal education, special education, teacher education, education services, administration, planning of education and financing of education.

A. PHILOSOPHY OF NIGERIAN EDUCATION:

A national policy on education is government's way of achieving that part of its national objectives that can be achieved using education as a tool. Therefore before a policy on education can be formulated the overall philosophy and objectives of the nation should first be identified. The National policy on education thus begins with the identification of the main objectives of Nigeria as stated in the second National Development plan and endorsed as the necessary foundation for the national policy on education.

These are the building of:

1. a free and democratic society
2. a just and egalitarian society
3. a united, strong and self-reliant nation
4. a great and dynamic economy
5. a land of bright and full opportunities for all citizens

Nigeria's philosophy of education therefore is based on the integration of the individual into a social and effective citizen and the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary level, both inside and outside the formal school system. In consequence, the quality of instruction at all levels has to be oriented towards inculcating the following values.

1. Respect for the worth and dignity of the individuals
2. faith in one's ability to make rational decisions
3. Moral and spiritual values in inter-personal and human relations.
4. Shared responsibility for the common good of society
5. Respect for the dignity of labour and
6. Promotion of the emotional, physical and psychological health of all children.

It is the hope of the Federal Government that these values can be better inculcated through a well designed national system of education whose broad objectives should therefore include:

- a) The inculcation of national consciousness and national policy.
- b) The inculcation of the right type of values and attitude for the survival of the individual and the Nigerian society.
- c) The training of the mind in the understanding of the world around; and
- d) The acquisition of appropriate skills abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

It is also desired that Nigeria should be a free, just and democratic society, a land full of opportunities for all its citizen, able to generate a great and dynamic economy and growing into a united, strong and self-reliant nation. In order to realise fully the potentials of the contributions of education to the achievement of the objectives, all other agencies will operate in concert with education of that end.

Furthermore, to foster the much needed unity of Nigeria. Imbalances in inter-state and intra-state development have to be corrected. Not only is education the greatest force that can be used to bring about redress, it also the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources.

As you can see the aims of education in this document are nationally formulated and are expected to give a general direction to the country's educational process. Every educational level tries to interpret and achieve these aims. The aims are four in number name them? Learn them.

If you look at the different sections too, like the primary, the secondary, the universities etc. You will also find some general aims too. Every teacher at each of these levels should try to help in achieving these aims in their subject areas. You will notice that the aims come from

various sources. The learners, the society and the subject matter.

(For more on the National policy on education refer to fundamentals of curriculum and instruction)

SITUATION ANALYSIS

In order to formulate meaningful aims for any educational programme on Curriculum, it is important to do situation analysis.

This situation analysis is also useful in designing a programme. It involves finding out thoroughly about the situation under which we are going to carry out the programme. For instance, for a secondary school programme, one would want to find out about:

(1) **The learners:** What is their age? What is their background knowledge? What are their learning habits? What is their population? What is their socio-cultural background? At what rate do they learn etc.

(2) **The school:** How big is it? What space are available? What are the type and size of buildings does it have? How many pupils can it take? What facilities does it have, e.g. library, laboratory, equipment etc.

(3) **Personnel:** How many teachers are there? What is their qualification? What are their teaching subjects? What is their experience? Are there any non-teaching staff? Which are they? What are the needs of the schools

? etc.

- This type of enquiry is the situation analysis. This is an important exercise both for the formulation of objectives and the designing of a programme.

You should bear in mind also that whenever you come to a new class, it is important to do a situation analysis so as to know the background of your learners and where to start with them.

SUMMARY

- Aims, goals and objectives are at different levels of generality. They are educational ends that are supposed to give direction to the education process. These aims, goals and objectives are derived from sources like the learners, the society and the subject matter. The national policy on education provides general aims for the education process at all levels.

Every level tries to achieve the stipulated aims. Before formulating aims or undertaking the design of a programme it is always necessary to do a situation analysis to find out available resources.

CHAPTER FIVE

SELECTION OF CONTENT

Content in curriculum refers to the area of subject matter. It refers to the totality of the materials to be learnt. It usually makes up – the syllabus. Content, therefore, includes the knowledge, skills, values and attitudes to be learnt during the course of learning the subject. The material which learners are taught is referred to as content.

This subject matter is usually organised in disciplines. A discipline is defined as the domain occupied by particularised knowledge and the way in which knowledge is made in this domain. For instance chemistry is a discipline and as such it consists of knowledge of matter, chemicals etc. as well as the process of finding out about each of these e.g through laboratory equipment /experiments. Knowledge in this area has been built up over the years.

It is the same with other disciplines like History, Physics, Biology etc. Thus, the subject matter is made up of both substances and process i.e. the what and the how. It is a collection of these that constitutes knowledge in the disciplines.

❖ CRITERIA FOR SELECTION:

Some of the criteria used for selecting content for instruction include:

(1) **Significance:-** What is selected should be significant within the discipline not just a trivial knowledge. In other words, we should select those ideas, principle and topics that makes significant contribution to knowledge in the particular discipline. In a subject like English language for instance, significant subject matter would include topics that enhance communicative ability grammatical structure, vocabulary development etc.

(2) **Maintaining Balance between Depth & Breath:-**

When there is too much materials to cover, we should decide on the depth to go with each topic. This has to be in consonance with the academic level of the learners as well as their age and class. For example in a subject like biology we can organize topic into manageable units that can be covered within a specific time frame at our disposal such as, characteristics of living things, living things, structure of plants, structure of animals etc.

This is necessary because if we include too much within a topic we may not be able to cover much ground. Hence, we have to device a way of maintaining a balance.

(3) **Possibility of Transfer of Knowledge:-** Topics which can be illustrated across disciplines or which have easy

application outside the classroom, should be included in the programme in order to provide a wider prospective to student's learning.

(4) **Student's Interest**- This involves teachers taking into account learner's individual differences. We should consult our students, identify the interests and include some of these on our programme.

(5) **Learn Ability**- Topic which are easy to learn and promote understanding should be included. This will provide motivation for learning in the subject areas.

FACTORS AFFECTING CURRICULUM CONTENT

The following factors affect the curriculum content: The learners, the need society, the teacher and auxiliary staff, the curricular arrangement, vocational environment and related curricular documents.

THE LEARNERS

An important factor which affects curriculum content is the learner. Learners exert a profound impact on content. Learner's needs interest and capabilities are generally recognised as factors affecting curriculum content. Typically, learners have been considered as children and youths, enrolled in formal institutions.

A curriculum is usually planned for an identified group

- * of these learners. The nature of the learners, the sequences of his development, his Experiences, his physical and psychological make-up matter when taking decisions about the curriculum content.

Initial consideration has to be given to learners entry characteristics. What are the learners basic needs. Are they interested and motivated? What are the maturity levels? These and other related questions are of particular relevance, since they greatly affect the amount and type of content that can actually be covered.

- * Generally, in studying how the needs of the learners affect curriculum Content, certain facts about the learners will have to be taken into consideration. These may include facts about where they live-whether in urban or rural community), their social background (whether students are from high social class or low social class), their psychological disposition (students possess differential ability in skill acquisition exhibit different attitudes towards the various subject and so on).

SOCIETY

It is impossible to plan and carry out a curriculum without giving the fullest consideration to both the characteristics of the learners to be educated and the nature of the society which establishes the schools.

- ! In taking decision about content, the curriculum developer is expected to Interpret the nature of his society

with respect to its stable values and area in which it is changing. Understanding the nature of the society will make it possible to foresee likely trends. Since the present is affected by the past, it is important that the Philosophical bases and historical accidents from which certain features of the existing curriculum derive be known.

Schools have been established historically by a socio-group to serve these functions: transmit the culture, contribute to the socialisation of the young and in the preservation of the society as a nation contributes to the preparation of the young for adulthood and assist in the personal development of the young members of the society.

The nature of a given society influences the functions assigned to schools and how they are achieved. For example, the choice of culture to be transmitted and the method of transmission are greatly influenced by the family, peer group, community and so on. To a large extent, the curriculum contents is sharpened by the culture of the society.

Although, the school is a pluralistic society, it is expected to be responsive to the demands and expectations of society.

For instance in English language teaching the curriculum planners should take cognisance of the fact that English

is not native to the learners to the learners. It is a second language and such problems as wide switching, code mixing and interference should be envisaged in planning the Curriculum .

Furthermore curriculum, content is usually affected by society by social problems. In taking decision about curriculum's content, there should be a careful and detailed analysis of changes and trends of Problems of the society.

TEACHING AND AUXILIARY STAFF

Several relevant questions need to be raised in relation to how teachers and support staff affect curriculum content. Some of these include what content are the teachers qualified to teach ? Are a sufficient number of teacher available to provide needed course work in support area such as English Language , Mathematics and science Are qualified personnel available to provide adequate support services such as guidance, and counselling.

It is important teachers are available to give instruction in the range of possible content areas. It is also expected that teacher qualifications should correspond to the content to be taught. Apart from qualifications, teachers time may be taken up by a number administrative responsibilities such as year tator and head of department. If excessive time is spent on such

supplementary activities, curriculum content coverage may be adversely affected. It is therefore important to determine the extent of Teachers involvement in supplementary activities since this has direct impact on curriculum content.

SUMMARY

The content is an important element of the curriculum. In selecting content, we should consider the criteria of significance, applicability, balance between breadth and depth, learnability and student interest. The society and the staff.

CHAPTER SIX

SELECTION OF LEARNING EXPERIENCES

In addition to knowledge of the curriculum content of a programme, there must also be a concern for the accompanying learning experiences. In educational psychology there are several controversies on learning theory. However, Wheeler (1977) indicates that the following principles are suggested as the ones on which most learning theorists tend to agree.

1. Learning is an active process in which the learner should be involved.
2. Learning proceeds more effectively if, as well as being an active participant, the learner understands what he is learning.
3. To a large extent, learning is affected by individual goals, values and motives.
4. Frequent repetition of response to a class of situations is important in learning skills.
5. Immediate reinforcement promotes learning. Cognitive feedback is most effective when time lapse is minimal.
6. The wider the range of experiences presented to the learner the more likely generalisation and discrimination are to occur.

- 7 The behaviour is a function of the learners' perceptions.
- 8 Similar situation are likely to elicit different reactions from different learners.
- 9 Group atmosphere affects both learning products and accrued satisfaction.
- 10 Individual differences affect learning and differences are both biogenic and socio-cultural.
- 11 All learning are multiple. Learning takes place simultaneously although focus may be on one particular (desired) outcome.

With the above background information, one might ask the question: What is a learning experience? Tyler (1949) refers to learning experience as the interaction which occurs between the learners and the external conditions in the environment to which he can react. This implies that the student must be an active participant in the learning process in order to be stimulated by some features of his environment to which he may react. Learning occurs through the active behaviour of the student. Students in the same class may not necessarily have the same experience.

A learner learns through experience of what happens to him, that is direct experience. A learner can also learn through other people's experience. In the learning process, each type of experience supplements the other.

Wheeler (1977) points out that direct experience is preferable to vicarious experience with regards to younger or duller learner or with learners who are exploring areas new to them.

Furthermore, he emphasised that if learners can do a lot of learning without direct experience, provided that they are given vicarious experience, that is, learning through other people's experience becomes very possible. It is also important to consider the fact that as learners go through the various levels of maturity they encounter a variety of learning experiences at each level. In carrying out the teaching duties it is expected that the teacher provides opportunities for the students to carry out activities which are basic to the acquisition of the learning experiences.

We have learnt that the subject matter, which makes up the content of the curriculum is made up of substance (derived from disciplines) and process. The process aspect consists of action or activity.

These are the things done to build up knowledge in the subject areas. For instance, in English language, the processes involved in building up knowledge in communicative competence would include listening, reading, speaking and writing. All these activities both mental and physical contribute to build up knowledge in this area. In Biology, the processes involved are different. They may include observation, description,

drawing, describing, experimenting, hypothesizing etc. All these form the process that helps to build up knowledge in the area of biology.

Can you think of the activities in a subject like history? These may include library research, excavation i.e. digging, taking oral evidence from old people, comparing information, discussion etc.

In the same way, all other disciplines have their processes, which form an integral part of the subject in nature. It becomes logical then that such processes should be part of the learning experiences of pupils in the programme.

CRITERIA FOR SELECTION

The following criteria should guide the selection of learning experiences for instruction:

- (a) Validity: A given learning experience is valid if after its usage learners are able to appreciate the value of the message.
- (b) Relevance to life: Learning experience is considered as being relevant if learners are able to obtain satisfaction from carrying on the kind of behaviour specified in the lesson objectives.
- (c) Variety: This involves teachers into account learners' individual differences when selecting learning experiences. There is the need to provide for variety of experiences to cater for the individual needs of

the learners for children learn and react differently to various situations for instance while some children learn better when reacting to issues others perform better during demonstrations and so on.

(d) Suitability: Learning experiences should be appropriate to the students present attainments. As a result, teachers should identify and learn to begin where the learners are.

(e) Cumulation: The criteria of cumulation requires the teachers to provide experiences which though different in nature and content are directed towards the same end. The principles of cumulative learning provides for a progressively more demanding experience and performance line with learners' comprehension capacity so that more complex materials can be breadth and breadth of ideas as presented to the learners.

(f) Multiple learning: The learner is a total organisation and he learns in response to his total situation. As a result many experiences can be gained simultaneously.

SUMMARY

Learning experiences are activities learners engage in, in order to learn.

Most learning experiences relate to the subject matter since the latter consist of both substance and process.

The process aspect represents pupils learning activities.

The criteria that can determine the selection of learning experiences include validity, relevance, to life, variety, suitability, cumulation and multiple learning.

CHAPTER SEVEN

ORGANISATION AND INTEGRATION OF CONTENT AND LEARNING EXPERIENCES.

Content and learning experiences have been described in detail in the preceding chapters. They have been considered in terms of their nature and selection but not in terms of their organisation.

If education objectives are to be achieved, then the need for organisation arises.

The organisation of learning experiences should be viewed in relation to content. Both have to be normally integrated because a lot of experiences are determined by the nature of the content. In terms of placement, it is difficult to have a different organisation from that of content. Thus the organisation of learning experiences is the connection with individual topics or subject matter.

In following the principle of variety for instance, we can organise to teach the same topic using a series of activities, one re-forcing the other.

CRITERIA FOR EFFECTIVE ORGANISATION.

In curriculum development the issues of the organisation of content and learning experiences is very important since it is one of the factors that determine the direction of learning. If a well selected content and learning

experiences are not organised to form a content curricular programme learning becomes difficult and less productive.

The following principles guide the arrangement of topics towards an effective organisation and integration of content and learning experiences.

SEQUENCE

This is important in the organisation of content what follows what ? sequence demands that each successive experience should build upon the preceding one. This is the principle of starting from the simple to the complex . Establishing a sequence in curriculum can be seen primarily as a process of putting the content and materials into some order of succession for instance in teaching reading at the primary school level, we may start with the recognition of the letter of the alphabet and word formation. In Biology we may first introduce basic ideas upon which to build more complex concepts.

ORGANISATION BY CORRELATION

This has to do with relating the topics to similar areas in the same subject or other subjects. In this case the topics could be placed at a time or level where they will be taught in other areas, for instance the use of the past tense in grammar may be taught same time as composition writing on a topic such as composition writing on a topic such as How I spent my last holiday is taught. On

- ▶ the idea of ecosystem in biology may be taught at the same time as interdependence of communities or nations. In geography or economics. In this case it is the principle of integration that decides the arrangement.

THE PRINCIPLE OF REITERATION

This involves the placement of fundamental topics in a subject area at regular intervals in the programme to afford the pupils the opportunity to review it regularly through practice so that they can learn it properly.

THE PRINCIPLE OF PROGRESSION

- ▶ This is also called cumulative or spiral organisation. After organising the subject matter from the simple to the more complex topic, you introduce a unit before discussing it at different level or say, different times. For each time it re-appears on the curriculum, it is treated in greater details or at a more complex level until the learner finally, usually understanding the whole topic or concept.

THE PRINCIPLE OF CONTINUITY

This involves the allocation of a long period of time to treat a particular topic which may be wide because you do not want to break it up unnecessarily. In such cases the topic is taught continuously spanning several lessons periods as demands necessary.

SUMMARY

This chapter is about the organisation or integration of learning experiences. We learn that content and learning experience should be organised as from a coherent curriculum programme. The principles guiding the organisation of topics include sequence, correlation, progression and continuity.

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CHAPTER EIGHT

CURRICULUM EVALUATION

Evaluation constitutes an essential component of the curriculum development process. It is the final stage in curriculum development after the formulation of educational objectives, selection content and learning experiences and organisation of content and learning experiences.

Evaluation must be built into the curriculum because all the elements are related and for it to be adequate, it has to relate well to other elements of the curriculum. Evaluation relates to objectives in the sense that it is the objectives that are set out at the beginning that have to be evaluated.

It relates to content in the sense that the content is the subject of most evaluation especially the aspect that relates to knowledge.

Evaluation relates to learning experiences, which are the activities through which the pupils learn in class. The adequacy of these activities in achieving the objectives need be evaluated.

FUNCTIONS OF EVALUATION

Evaluation plays an important role in the teaching learning process as well as in the development of curriculum. Determining the outcomes of the student

learning is an important function of any curriculum evaluation. This role is accomplished through testing, measuring and assessing student achievement, diagnosing individual progress and comparing each with norms and scores of other members of the class or age group.

Determining the value of the curriculum itself is another significant function of evaluation. The following questions need to be answered.

Is the curriculum fulfilling the purposes for which it was designed? Are the purposes themselves valid? Is the curriculum appropriate for the particular group of students with whom it is being used? Are the instructional models selected the best choices in light of the goals sought? Is the content recommended for instructional purposes appropriate? Answer to these questions elucidate some of the vital roles of evaluation.

Evaluation measures the broader effects of a programme. It determines what effects innovations actually produce and what effects they have on the total pattern of educational outcomes.

In the classroom situation, evaluation provides information on the weaknesses and strengths in the achievement of student. Information is usually needed on what pre-requisites of particular areas of instructions students do or do not master and what level of concepts

8. and skills they can handle in order to determine how much can be covered, as well as which aspects of learning depends on such information. Many a problem of articulation between the various levels of schooling exists because of insufficient about what precisely the students have mastered on the previous level.

Evaluation also provides information on variations in achievement of individual students. A student who is able to handle generalisations may be inconsistent when it comes to dealing with issues that involves values and controversies curriculum and teaching are effective to the extent that they are addressed to specific problems of learning and provide help that is appropriate to these difficulties.

9. The nature of evaluation dictates the functioning curriculum because the teachers tend to stress what they can evaluate and students tend to stress what they know they will be examine on. A broad evaluation therefore is likely to create also a broader motivation for learning.

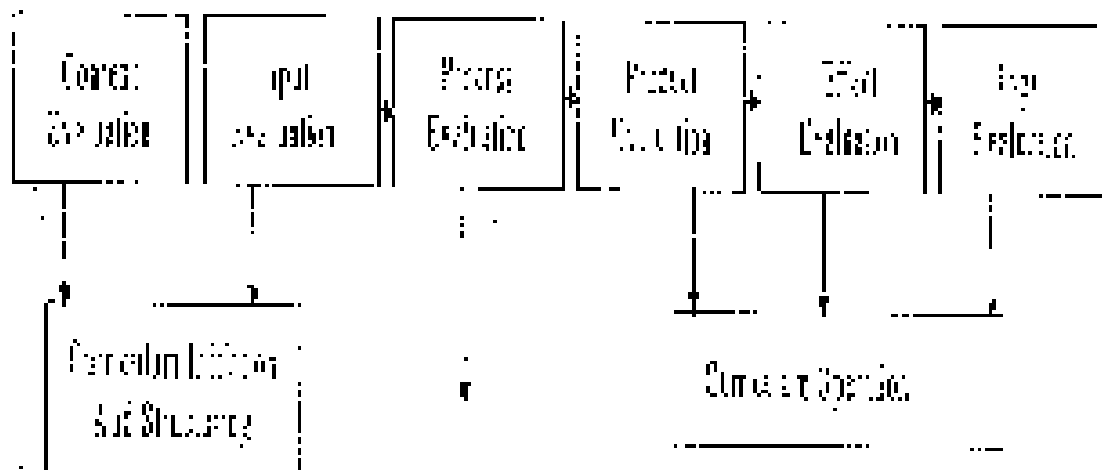
ELEMENTS OF EVALUATION

Evaluation exercise take their names from the purpose for which are conducted. The aspects of evaluation that relate to curriculum initiation, structure and operation include:

Diagnostic or context evaluation

Input Evaluation
 Process Evaluation
 Product Evaluation
 Effect Evaluation
 Impact Evaluation

Some people refer to these as types of evaluation "but they actually Provides frame work which provides some form of meaningful structure



*Figure 1.7 a frame work for curriculum evaluation
 Adapted from Finch and Bjorkquist (1977).*

1. Diagnostic or Context Evaluation: This has to do with assessing the situation before designing a curriculum. If, at the start of a lesson, it is important to gather facts as possible about the situation of children embarking on a programme. The implication for us is to know the strengths and weakness of the environment of teaching. It will help us to adapt, for or to improve the environment of teaching. It will guide us in formulating

our objective to the level of our pupils and finally it will let us know whether the situation has improved through our efforts.

1. Diagnostic evaluation: Involves situations analysis in which present conditions are identified for future transformation and reforms. Context evaluation, which deals with whether or not to offer a curriculum and, if so what parameters should be used including focus goals and objectives.

2. Input Evaluation: Concerns itself with the administrative structure of the curriculum such as adequacy of finance, personnel qualification, equipment and materials most appropriate for planned curricular activities.

3. Process Evaluation: Deals with making judgement of worth about the relevance, coverage suitability, sequencing, fit, content learner participation and teaching methodologies. process evaluation focuses on determining what effect the curriculum has on students in school.

4. Product Evaluation: The product form of evaluation is concerned with the evaluation of learning outcomes which throws light on the learners, on teaching learning process and on the objectives of the programme in terms of the cognitive affective and psychomotor accomplishment. Product evaluation deals with examining the curriculum effects on learner students.

5. Effect Evaluation: It entails the assessment of the consequences of the curriculum on the population or the society indirectly.

6. Impact Evaluation: This refers to the assessment of the consequences of the curriculum on those exposed to it.

PROGRAMME EVALUATION

Evaluation of an educational programme requires finding answers to the following questions:

1. What does education intend to do? What knowledge will it transmit? What skills will it develop? What attitudes and values will it influence?
2. What are the result of education?
3. What values are assigned to these result?

STAGES OF PROGRAMME EVALUATION

The following stages are involved in the evaluation of a programme or project.

STAGE 1

IDENTIFY GOALS OF THE PROGRAMME

The goals and objectives of the programme have to be operationally stated in clear and distinct ways. This will elucidate and clarify the expected outcome of the programme. All the information gathered during

evaluation will be compared with the expected the outcomes so as to be able to determine the extent of the success of the programme.

STAGE 2

RESEARCH AND DEVELOPMENT .

This involves the collection of data which will help in determining the Programme's effectiveness. Data collected will include participants involvement, attitudes learners' characteristics, performance as revealed by instruments used questionnaire, test scores, and the processes involved, depending on the nature of programme. Data is also collected in relation to the cost of resources expected on the project.

STAGE 3

IMPLEMENTATION

At this stage, ideas are tried out, modified and retried until the curriculum developers are satisfied with the product. During this period, the programme is introduced on a large scale on the target population or the school .

TYPES OF EVALAUTION

In the three stages, of programme evaluation earlier discussed, two types of programme evaluation can be identified. These are formative and summative evaluation .

FORMATIVE EVALUATION

This is the kind of evaluation that aids development. It is carried out as the programme is executed or as the course progresses. It is an in course evaluation.

The purpose is to make sure that what we are doing will yield the desired result. In classroom teaching, it is a kind of continuous assessment where we find out about different aspects of learning and teaching. We want to know what difficulties learners encounter, their strengths and weakness, how best they can be helped and how well they are making progress. We want to know whether their learning is the kind that we planned for them. We want to know whether we are employing the best method, whether our objectives are actually achievable or we need to modify them, whether the content is suitable or needs modification, whether we need more facilities or we need to organise the existing ones.

SUMMATIVE EVALUATION

post-course evaluation. It gives judgment to or words of the resulting programme. It involves at the end of the course how much learning take, whether we have achieved our aims, where the course or programme will need to whether the pupils need to repeat the course.

or can be certified as having succeeded. Others forms of evaluation include:

1. Intrinsic evaluation
2. Pay off evaluation
3. Heuristic evaluation
4. Algorithmic evaluation
5. A illuminative evaluation
6. Input evaluation

INTRINSIC EVALUATION

This is the appraisal of the teaching instrument itself. Specific features such as content goals, teacher attitude and so on are examined and the criteria used are related to the instrument itself.

PAY OFF EVALAUTION

This has to do with the study of the effects of the educational instrument on the pupils. In this type of evaluation, the evaluation examines the differences between the different students e.g. experimental and control groups on a number defined characteristics (Scriven 1967).

HEURISTIC EVALUATION

This has to do with evaluation that is novel rather programmed nor structured but quite significant. This is to say that heuristic evaluation has no rigid way of

dealing with a situation. It may arise when the nature of the situation is so sudden that it is not possible to use structured procedures.

ALGORITHMIC EVALUATION

Unlike heuristic evaluation, this is a programme and structured it implies that its procedures are highly routine, repetitive and that some plan or organised pattern has been decided and agreed upon.

ILLUMINATIVE EVALUATION

It focuses on examining innovation as an essential component of the learning environment; it emphasises observation at the classroom level and on interviewing participants/instrument pupils. The three stages involved are observation, further inquiry and explanation by the investigators.

Differentiating between Assessment, measurement and evaluation

You might have noticed that some people use the words assessment, measurement and evaluation interchangeably. However, this should not be so. Evaluation is more encompassing, assessment and measurement are just part of it.

Assessment

This is an aspect of evaluation, which deals with how well a student, or a group of students have mastered a particular set of skills or have acquired knowledge in a particular field. In a particular field. It uses various forms of measuring techniques such as tests and examinations.

Measurement

measurement is used to quantify characteristics that are observed of objects or persons using laid down rules and criteria. It is used in the school system to translate the performance of students into numerical units. This will show precisely the individual's status as regards the attribute being considered. For instance if a child scores 40 percent in a test, it tells us how her performance but not in relation to other pupils. In other words we know about the student and we can tell the degree to which she she possesses a certain quality.

Evaluation

As you can see evaluation is more than assessment or measurement, evaluation is worth determination. While measurement determines status much of what goes on in our schools can be referred to as assessment of the students performance in achievement tests. The purpose of evaluation is to see how far the objectives of educational programmes are actually being realised and the worth whiliness of the of the programmes. These

purposes are usually fulfilled through the collection of feedback information in the performance of such specific functions as decision making, taking controlling measure, undertaking a cost / benefit analysis, counselling and career guidance.

Evaluation Instruments

In order to carry out these evaluations, we need certain tools. As a teacher you are probably used to tests and examination as means of evaluating pupils' performance. They are good and useful instruments but there are some other instruments used for evaluation. These include,

1. INVENTORY:-

This refers to the process of taking stock of available materials and facilities. How many classrooms are there ? Are there adequate ? What is their state of repair ? Do we have enough laboratory equipment or we need to purchase more ? Do we have adequate number of staff ? are they of the right qualification and competence ? Do they need to attend in service training ? Do we have enough teaching materials like textbook charts and pictures etc ? Do our pupil have enough materials to work with ?

A teacher in school should be up-to date in these information in order to fully evaluate pupils or the programme.

2. OBSERVATION

This is carried out with respect to pupils or teachers performance in the area of skills or in the affective domain. For instance we need to be fully informed about the behaviour of our pupils, we need to find out how good they are in certain skills like playing musical instruments, playing certain games. These can be achieved mainly through the use of narratives, the good use of a peer film, we can fully describe performance e.g. in the area of performance we keep a diary on their behaviour. Observation of teaching is also done to assess competence.

3. QUESTIONNAIRE

These consist of written questions designed to find out from pupils or teachers certain important information pertaining, for example, to attitude, opinion on certain issues, difficulties etc.

4. INTERVIEWS

These are conducted, usually informally, to find out more personal information from pupils. For example, when a pupil looks sad or worried one can try to find out the cause. One may also want to obtain information about learners social background or home situation. Interview can be done in oral language.

5. SCALES

This is a set of numericals assigned to subject or

behaviour for the purpose of quantifying & measuring qualities like attitudes, values and interests e.g. attitude scale.

PAPER AND PENCIL TESTS

These are written tests which teachers and students know very well. A test is a measuring instrument that could be used to determine certain characteristics of learners. These include interest, general ability and achievement. Measurement is carried out through test as they provide some stimulus to the learners to which he is expected to respond.

A numerical score is attached to the response given. There are three main types.

- a. Aptitude test
- b. Intelligence test
- c. Achievement test

a. **Aptitude Test**:- This is used to measure inborn or acquired characteristics of an individual. The response indicates his ability to perform certain tasks. It is useful in job selection, admission and for assessing individual capability in some area of learning.

a. **Intelligence Test**:- This is designed to measure level of general cognitive ability. The product is called an intelligent quotient (IQ).

$$IQ = \frac{MA \text{ (Mental Age)}}{CA \text{ (Chronological age)}} \times 100$$

It is thus function of the correlation of the pupils mental age and the chronological age. It is therefore useful in determining the presence of mental retardation or the identification of gifted children.. it is also used to determine learners readiness to perform certain tasks e.g reading.

c. **Achievement test:-** Achievement is a dependent variable in evaluating the effectiveness of a curriculum or instructional method. An achievement test measures the mastering and proficiency level of a learner. There are standardized tests which an evaluator can employ (standardized in the sense that they have been used over time and their validity established).. They can be in form of open ended questions where pupils give free answers (Essay test) or objective tests, which include multiple choice question, true or false questions, filling the gap and matching test.

It is important to note that written or paper and pencil test are not the only instruments of evaluation and are not sufficient for the purpose they are good only for evaluating the cognitive domain of learning .

Other instruments measure both skills and behaviour, attitude and interest. A good test must test all aspects of

the course you set out to examine. In other words, it must be comprehensive. There must be system of marking that is fair to everybody. For instance as much as possible we should avoid marking by impression.

Tests must be taken under uniform conditions for all pupils taking it.

KEEPING RECORD

It is not sufficient to evaluate learning and teaching. It is always good to keep a record of findings. This is to enable us have a general over view of the programme, the pupils learning and teachers performance. This is useful whenever we want to take decisions on the programme or the pupils. It is also useful for writing report or testimonials on pupil later.

SUMMARY

In this chapter we examined the process of evaluation as an essential component of curriculum development. We looked at the relationship between evaluation and the other components of the curriculum development process. The vital roles of evaluation in determining the values of the curriculum are highlighted.

The various elements of evaluation which provide a frame work for a meaningful structuring of evaluation are also examined. The different types of evaluation

include, formative evaluation which is proactive and summative which is retroactive in nature. There was a brief discussion on the stages of programme evaluation and the nature and Characteristics of evaluate.

An attempt was made to clarify the concepts of assessment, measurement and evaluation. And measurement constitution, it was noted that assessment and Measurement constitute aspects of evaluation. The chapter finally examined the functions of evaluation and the different instruments used.

CHAPTER NINE

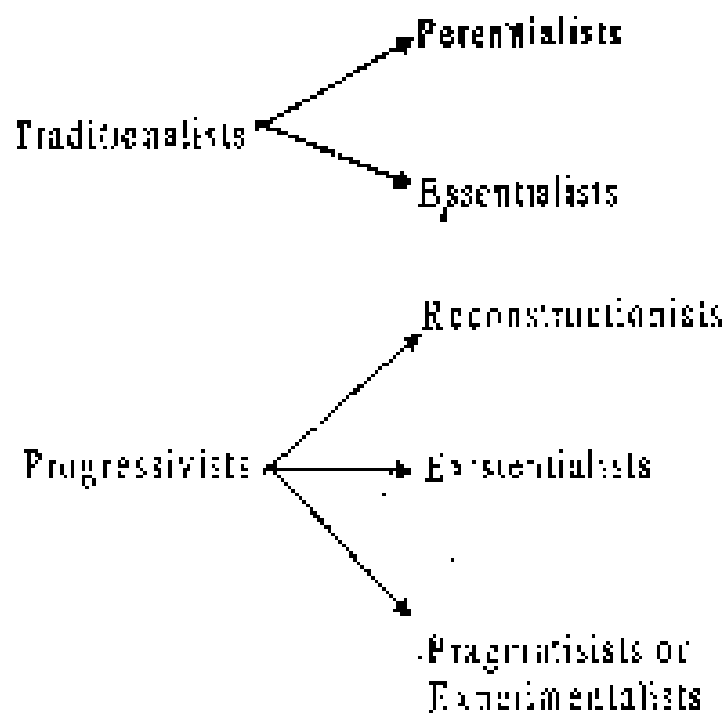
PHILOSOPHICAL VIEW POINTS ON CURRICULUM DEVELOPMENT

The main purpose of philosophy is to examine issues critically, ask as many intelligent questions as possible and to help us to arrive at clear decisions on any problem and also to help us to be fully aware of the implications of what we are doing. Thus, in education and curriculum development, philosophy helps us to clarify issues like aims of education, values that are worth while, what should be involved in the process of education, method of developing the intellect, moral issues and so on. So that we can fully understand the implications of whatever decisions we take and defend them rationally.

There are many philosophical schools of thought that affect curriculum development chief among these are:

The perennialists, the essentialists, the reconstructionists, the existentialists and the pragmatists or experimentalists. In practice however, these schools are often divided into two major ones. The traditionalist and the progressivists.

In the group of the traditionalists are the perennialists and the essentialists. The reconstructionist, the existentialists and the pragmatists or experimentalists, belong to the school of progressivists.



Traditionalists

These people believe that in educating the child, we need to impart certain kinds of knowledge to him. This knowledge has been developed over the years into what is known as the race experience. This race experience is contained in certain fixed disciplines - a discipline is defined as an area of organised knowledge. It is this knowledge that helps to develop the mind of the child and makes him a rational being once the mind of the child is fully developed, he can easily be integrated into the society and function as a useful adult member. He will be able to cope with the problems of the society and can easily adapt to different situations.

The progressivists

These people believe that the child should be educated by making him learn with his head, his heart and hands (the three H's) in order to develop the "whole child". The subjects to be used for such education is not just the traditional disciplined knowledge but should also include practical subjects and the liberal arts. They also, unlike the traditionalist, believe that the interest of the child should be considered in the process of their education. The child expose to contemporary problems of society so that he can fully become a useful member of society and adapt to different situations.

Question: Now, read again the description of the two schools. Describe in your own words, the differences between them.

The perennialists

These people believed that man naturally has a rational faculty (ability to reason) and education should aim at fully developing the intellect. In order to do this, the curriculum should contain what we know as "permanant studies". The subjects recommended are reading, mathematics, rules of grammar, rhetoric and logic.

With these subjects, learners will be well equipped not just to reason well but also to be able to play any role in the society. They did not think that the interest of the child mattered. Every decision should be taken for him.

The Essentialists

These people also think like the perennialist. Certain fixed knowledge are good for children. These should be determined for them. The list of subjects is however different. They believe that it should consist of mother tongue. (grammar, literature and writing), mathematics, sciences, history and foreign language. While the perennialists think that the subjects they recommended useful for the future; for the solution of new problems.

For both therefore, the curriculum is narrow, consisting of only the most essential knowledge. It is discipline-centred, no interest of the child is considered. Method of teaching is through lecture (passing on information). These two schools have had a very great influence on curriculum across the ages even up till today.

The Reconstructionists

These people belong to the progressivists group. They believe that the school exist in order to reform the society not just to transmit whatever the society recommends. They want to build the culture and improve it. They therefore avoid indoctrinating the children (i.e making him accept everything without questions). They want the children to discuss issues intelligently and analyse them critically. They involve teachers, parents and the community in the education of the child. The curriculum they recommended is society-centred. They use all subjects to achieve their aim: Disciplines, practical

subjects, liberal arts, social issues etc.

The Existentialists

These people think that the child should be left to decide what to learn. The teacher should only give background guidance. The children should be helped to find his own identity. They often do not define goals in education. However, plenty of materials are provided for learning. The kind of curriculum they build is activity curriculum. This type of curriculum sometimes exists at the pre-primary school level, but not in its pure form.

The pragmatists or experiments

These people are interested mainly in the process of learning: helping children to develop how to think rather than what to think. The subject matter is useful in teaching children to develop understanding, rational thinking, insight creativity etc. Their curriculum is child – centred. It can also be described as process –centred because it concentrates on the process of learning.

You will probably realise that our curriculum today is a mixture of these types of various proportion although the influence of the traditionalists seems to be more than the others.

SUMMARY

In this chapter, we discussed the two main schools of thought that affect curriculum development. These are the traditionalists and the progressivists. We considered the major differences between these consisting of what the education of the child should contain, what subject to use and the place of the child in such education. We then considered the various schools under each group. These include the perennialists, the essentialists, the existentialists and the pragmatists. We saw the type of curriculum developed by each.

CHAPTER TEN

This chapter presents the curricula of some secondary school subjects (English and French).

This is to enable you as a preservice or in-service teacher see the various ways in which the concepts discussed in the chapters have been put to use in developing each curriculum.

ENGLISH CURRICULUM FOR JUNIOR SECONDARY SCHOOLS

INTRODUCTION

This is integrated English studies curriculum embodying the following essential elements: Vocabulary development. Comprehension – Listening and reading. Structure – Spoken English Writing and Literature. The idea is to promote a systematic development of both the Language Skills and the Literary knowledge that are considered essential for effective use of English in oral written communication as well as in learning other subjects in the school curriculum. The various skills are broken down into their component sub-skills for purposes of systematic instruction but the essential inter-dependence of the skills taught through the various units, has to be emphasized.

VOCABULARY DEVELOPMENT

Words are the basic elements of Language learning as they provide the basis for sentence formation and other of language usage. A student's proficiency in a Language depend rely upon his mastery of words and his ability to fit them together into intelligible patterns. To say that student has achieved a satisfactory level of competence in a given Language depends not only on his ability to use the various patterns of the Language correctly but also upon his mastery of its vocabulary.

It is also to be noted that a student's ability to read a given passage with understanding depends partly upon range of acquired vocabulary. To achieve a satisfactory level of competence in the use of English depend to a large extent upon a student's mastery of the words of the Language and his ability to use them meaningfully, and in appropriate contexts.

In the light of these consideration, this new syllabus, which designed to be an improvement on the existing ones, emphasizes vocabulary development to a greater extent than had hither to been the case.

Since in our society the English Language serves as:

- (i) The medium in which teaching is carried out in most schools and colleges;
- (ii) The medium for inter personal, inter-ethnic government and business communication, this new

English Studies Syllabus strives to equip the student with an adequate range of words and phrases that could enable him to communicate effectively in the context of the different kinds of everyday situations which he is likely to come across at home, in the school, and at work.

A review of existing textbooks shows that:

- (i) Students have not been actively exposed to the necessary range of words that could enable them talk and write effectively about the different social situations which they have to respond to in their everyday life.
- (ii) There has never really been enough explanation, clear objectives and drilling exercises in vocabulary teaching.
- (iii) This teaching syllabus is designed to improve the situation by:
 - (a) Setting up and introducing an adequate range of words to become students during the 3-year period of the Junior Secondary School.
 - (b) Introducing specific methods to be used by the teachers in the teaching selected words.

VOCABULARY RANGE IN JUNIOR SECONDARY SCHOOLS

The aim of the vocabulary development programme of this syllabus is to enable the student to acquire a wide range of vocabulary terms of familiar and everyday life. In the first year of the Junior Secondary School, the student is introduced to vocabulary connected with the home, the school and his immediate environment. This is extended from year to year so that by the first year of the Junior Secondary School period, he has acquired vocabulary to enable him to read and write effectively not only on his immediate experience but also on those connected with his student and outside experiences.

The words which the student is expected to acquire have been carefully chosen in such a way that e.g. they cover the following domains of everyday experience:

- (i) The Home
- (ii) The School
- (iii) The Market
- (iv) Transport and Travelling
- (v) Some specific occupations
- (vi) Health and Medicine
- (vii) Administrative Setting
- (viii) Government and Politics
- (ix) Maintaining Law and Order
- (x) Petroleum and Mining Industry
- (xi) Modifiers; adjectives etc.

- (xii) Evaluative Words
- (xiii) Synonyms
- (xiv) Antonyms
- (xv) Words formed from the use prefixes
- (xvi) Mass Media.

CHILD MATURITY AND VOCABULARY DEVELOPMENT SECONDARY SCHOOLS

The syllabus and programme of work is based on the principle should be exposed to the different aspects of vocabulary acquire in the three year of the course. Although it difficult to draw between the vocabulary a student should acquire from one and another, attempt has been made to sequence the registers into a three-year programme so that at the end of the third year, the student should have been exposed to the whole range of vocabulary items including those provided in the addendum to the syllabus.

COMPREHENSION

This syllabus is designed to emphasize and facilitate the systematic development of two types of comprehension, namely, Listening and Reading Comprehension. Both types are to be taught as inter related and equally important language skills.

LISTENING COMPREHENSION

(7 component skills)

- (i) Listening to a question with a view to answering;
- (ii) Listening with a view to understanding speaker's purpose, tone and mood;
- (iii) Listening to the same idea repeated in different words;
- (iv) Listening for verbatim recall and reproduction;
- (v) Listening for main ideas;
- (vi) Listening to follow directions;
- (vii) Listening for implied meanings.

READING COMPREHENSION

(9 component skills)

- (i) Reading for main ideas;
- (ii) Reading to grasp word meanings in various contexts;
- (iii) Reading to follow directions in written communication;
- (iv) Reading to answer specific questions;
- (v) Reading to understand the writer's purpose;
- (vi) Reading to summarize the main points;
- (vii) Reading for critical evaluation;

(viii) Reading to recognize repetition of the same ideas;

(ix) Reading for maximum retention and recall (i.e. intensive study-type reading).

STRUCTURES

An internalized knowledge of the grammatical rules of the English Language and the effective manipulation of its sentences are essential to purposeful communication in English Language particularly at the international level, since English is an international language. In constructing this syllabus, we have taken into consideration the demands made on the Nigerian user of English at the national and international levels. Similarly, we have examined critically, how the usage patterns of the Nigerian user of the English Language fall short of international expectations. In so doing, it has become obvious to us that the English usage in Nigerian schools is substandard when compared with its international expectations, for not only are the sentences full of grammatical and mechanical errors but also reveal:

- (a) Lack of intuitive sense of linguistic appropriateness;
- (b) Inadequate knowledge of different varieties of forms and usage;
- (c) Mother tongue induced forms of usage.

For our syllabus to be useful, it must therefore address itself to the above problems.

Methodologically there are three approaches to syllabus construction. First, we have the grammar-induced syllabus motivated by the need to internalize the rules and sentence structures of the language to the point of automaticity. Second is the situation-induced syllabus, which attempts to tackle the problem of appropriateness as conditioned by situations. Finally, the meaning – induced syllabus attempts to help the language user recognize and use different varieties of sentence structures and words peculiar to a given semantic demand. But the Nigerian experience in English Language usage in our schools reveals that our problems cannot be solved if we restrict ourselves to a particular approach in syllabus construction. Consequently, our approach is eclectic, for we have drawn from each of the three approaches with a view to solving our problems.

TERMINAL OBJECTIVES.

The general objective of any systematic instruction in any language is to enable the learners of the language, especially in a second language situation, acquire knowledge of the rules of grammar as well as the structural pattern of the language as an aid towards developing their skills in speaking and writing. The terminal objectives of the syllabus should be to enable the learner to:

- (i) Recognize the different structural patterns associated with formal and informal varieties of

English) and to use them appropriately

- (ii) Identify structural patterns peculiar to the use of English in Nigeria and attempt to contact them where they impede international intelligibility.
- (iii) Recognize the peculiar English usage forms which derive essentially from the Nigerian socio-cultural environment.
- (iv) Appreciate the creative use of language as found in work of literature.

SPOKEN ENGLISH COMPONENT

The need for a systematically planned spoken English Component of the Secondary School English syllabus in terms of selection, structuring and sequencing topics to be covered in this section of the syllabus derives from the gross lack of any organized teaching or carefully prepared instructional material in spoken English. These two deficiencies have hitherto characterized the teaching and the learning of English at both primary and the secondary levels of education in this country.

The little amount of teaching/learning of what is referred to as Oral English done solely in preparation for an examination, the syllabus of which handed down by the West African Examinations Council. The Oral English Examination is optional and consequently, many Secondary Schools in Nigeria do not enrol their students for it. The teaching/learning of Oral English is examination oriented and is in most cases haphazardly done. Many schools do not even attempt to teach it at all.

No serious effort has so far been made at consciously teach spoken English with a view to developing in the learners, oral communicative skills which will enable them to function effectively in their various communicative interactions in which English is used, either at home, in the school, in the community or the society at large.

Two main problems have hitherto hindered the teaching of spoken English in Nigeria Schools. First, there is the inadequate knowledge of the subject content of Spoken English. Certain aspects of the subject are highly technical and they demand some specialized knowledge of those areas of language study known as 'phonetics' and 'phonology'. These consist of the particular model of correct articulation of English pronunciation of the consonant and vow sounds of the particular model of a English pronunciation that is being taught the recognition of the and use of the various patterns of stress in English the recognition of the functions and the use of correct or appropriate intonation tones in the language. For this reason, it has difficult to have many phonology English to be able to teach these aspects in the school curriculum.

Second, there are only a few text books on spoken English which have been specially written to suit the needs of the learner of English as a second language in a multi-lingual setting such as we have here in Nigeria. In some case, these books only give a very superficial description

of the various aspects of English pronunciation and do not provide the learner with sufficient information and methods of instruction which enable both the teachers and the learners to acquire the rudiments of spoken English for communicate functions.

Our main concern in the spoken English component of the syllabus, therefore, is to provide:

- (i) A listing and description of the various aspects of spoken English which the teacher needs to know in order to be able to handle the teaching of the subject effectively;
- (ii) A listing and description of the common errors in the pronunciation of English which derive essentially from the indigenous (or ID) language backgrounds of the speakers of English in different parts of Nigeria and which will need to be corrected in the learners' pronunciation at this level;
- (iii) A group of carefully selected and graded topics in the pronunciation of English (i.e. consonant and vowel sound of English, stress, rhythm and intonation) , and other aspects of English speech relating to speaking for communicative functions (e.g. dialogues and conversations, public speaking, oral presentation of written materials like prose, poetry, and news casting or announcements). All of which should necessarily constitute the content

- ★ of any spoken English Component of the Secondary School syllabus in English.

TERMINAL OBJECTIVES

The main aim of the spoken English Syllabus at the Secondary School Syllabus at the Secondary School level should be to provide systematic training towards the acquisition of speech skills which will enable the learners to communicate intelligibly in English in addition to being able to listen to and understand the Spoken English of other speakers of the language. Furthermore, in situations where instructions in spoken English have been provided at the Primary School level, this syllabus will serve as further reinforcement and training in the acquisition of better proficiency in Spoken English at the secondary school level.

- ★ *The main aim as stated above presupposes the skills of:*

- (a) Listening and understanding, and
- (b) Speaking skills

Which learner will have to acquire since they are expected to study English as an academic subject in the curriculum and also to learn other subjects in the school curriculum through the medium of English. The learners of Spoken English at this level should be taught to:

- (a) produce English sounds in such a way that at these sounds are comprehensible to other speakers of the language;
- (b) acquire a sufficiently high standard of articulation and intonation of English which lends itself to international intelligibility;
- (c) understand the speech sounds of English especially those which do not exist in, or differ in some respects from, the sounds of their mother-tongue, they should be able to recognize and produce the qualitative distinctions between the distinctive sounds of English and those of their mother tongue;
- (d) understand the stress patterns of English in terms of the use of stress as an inherent feature of the pronunciation of English and also in terms of its contrastive use to provide information in some aspects of grammar and meaning in English;
- (e) understand and acquire for use, the patterns and functions of intonation in English;
- (f) Understand the different types of registers styles in English, i.e. formal and informal, and the speech appropriate to specific occasions and situations.
- (g) understand, interpret and evaluate what is heard and said;

- (h) have sufficient mastery of the language to be able to follow easily a lecture or radio/television talk, to make conversation, request information or instruction in English;
- (i) develop a feel for the aesthetic value of good pronunciation, good oral delivery or oratory and the advantages which derive from such accomplishment in speaking.

WRITING

Students who cannot communicate effectively in their written language have their intellectual and social activities greatly impaired. In a country that is so strongly paper qualification oriented, the ability to write fluently, clearly and therefore effectively is of great importance to the average man. The syllabus in writing is designed to achieve certain goals for the students. One is to develop in them the ability to express and communicate effectively in writing as they would or should in speech. In order to achieve this objective, topics with various terminal goals have been suggested.

They are:

- (I) Letter Writing, through which students will be able to use different types of letters in the appropriately appropriate situation.
- (II) Continuous Writing, by which students will be able to express themselves appropriately through

different types of compositions.

- (iii) Summary writing, through which students will be to summarize concisely any passage in their own words. In order to develop in their precise of thought the precise language the students will be trained in the writing of telegrams.

Various class activities have been suggested, appropriate to level of the students, in order to facilitate pleasure means of achieving these terminal objectives towards effective writing. Such activities as creative, oral and written composition of narrative, Descriptive and expository nature are also designed to train the students in formal and informal writing.

Another overall objective of the writing syllabus to bring the attention of the students to the fact that communication breaks down when language structure is wrong or vocabulary register is appropriate. The syllabus there is designed to the reinforce, through creative means, the structure and vocabulary components of the syllabus and also to show that in English studies, the various components are not independent but are related.

It is important, for continuous writing to stress appropriate registers. In other words, the students should be sensitized to the different kinds of writing consequent on a recognition of the role played by the audience, the situation and the purpose of writing. This takes care of writing for specific audiences, situations and purposes

and results in flexibility of expression – a useful skill in a second language situation.

LITERATURE

It has been the practice of some curriculum planners and teachers to regard Language and Literature as two separate and unrelated subjects. When a syllabus is prepared for English as a subject, the vital link of language with literature is either missed or ignored. In effect, the students are denied the opportunity of being made to realise that literature in essence 'Language in action' and that a good creative writer be it fiction, poetry or drama, is an extensive and flexible user of language competence at the highest level.

A good post-primary curriculum in English should result in the ability of the students who have gone through it, to possess not only communicative competences, both oral and written, but also to be appreciate with a critical sense, literary materials in English.

The ultimate goal of the exposure to literary and creative works produced by highly talented artists, is to develop in the students, the design and ability to produce their own literary and creative materials. Initially, they may begin by imitating the styles of writers they know and admire. It is therefore necessary that in the course of their English Studies they should be exposed to a variety of styles or masters of literary craftsmanship including

playwrights, poets and novelists. The literature syllabus is geared towards this major objective and as such, no more than one text book of a particular writer should be selected from the list of recommended texts provided in the addendum.

A well co-ordinated programme of English Studies will clearly bring out the role of literature as the 'Laboratory' where students go to practise their 'theories' of and ideas of English literature in that capacity serves to deepen and reinforce the knowledge acquired through formal English Studies. Apart from listening to orators, works of literature are the only other major avenue whereby students can be directly exposed to individuals who have perfected the art of manipulating language to achieve aesthetic satisfaction. A good blend of Language and Literature in English Studies would therefore provide opportunity not only for the students to develop their communicative competence in English, but it would also enhance cultural and intellectual awareness of their environment as well as the world beyond.

Studies in Literature should be rooted in Oral performance (Literature) so that students can see written Literature not as a phenomenon that suddenly emerged but as part of a continuous growth in a human cultural activity.

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EVALUATION

At the end of every unit, there should be an assessment test of that unit for the following:

- (a) diagnostic and remedial purposes.
- (b) recording grades.

At the end of every term there should be a comprehensive assessment test covering work done during that term. This should be for grading only. The assessment test at the end of the third term should cover the entire year's work.

UNIT	PERFORMANCE OBJECTIVES	CONTENT	SUGGESTIONS FOR THE TEACHER, METHODS CLASS ACTIVITIES	MATERIAL/TEACHING AIDS
1. Noun Phrases (Article + Noun Singular and Plural)	(a) Recognize and use appropriate articles in relation to nouns in nouns. (b) Recognize the class of words described as "Nouns".	A + book/elephant An + egg/elephant The + man/elephant The + book/elephant/egg	Teacher presents objects or pictures of objects and names in discussion then e.g. A book/elephant; An egg/elephant; The book is on the table; The egg is in the basket; The books are on the table; And the teacher repeats the exercise.	Objects or pictures of objects with labels (a) Consonant initials sounds; (b) Vowel initials sounds; 2. Prescribed course books; 3. Any relevant material.
			1. Teacher compares the pattern of combination of articles with nouns: (a) An + consonant initial sound. (b) A + vowel initial sound.	

			(2) To understand the concept 2. He discusses the occurrence of indefinite articles with only singular nouns and the occurrence of definite articles with both singular and plural nouns. 3. Students identify and name their objects or pictures using appropriate indefinite and definite articles in phrases and sentences, e.g. "This is a book....."	
2. Noun Form (Demonstrative + Noun) (Singular and Plural) (Possessive and Singular and Plural Forms)	(a) Recognize and use correctly the combination of demonstratives with Nouns in the singular and plural forms.	This + demonstrative That + demonstrative These + demonstrative Those + demonstrative My + possessive His/your + possessive Our/their + possessive	1. Procedure same as in Unit 1 above. Teacher stresses the distinction in number of both demonstratives and nouns in their context.	1. Objects or Pictures of objects 2. Words or sentence strips e.g. describe your book

Plural	(15) Recognize and use correctly the combination of possessive with nouns in their singular and plural forms	Indicatives	Exercises 1. Students do exercises (oral or written) involving the combination of demonstratives with given nouns in their singular and plural forms.	
3. Nouns Plurals Qualitative Nouns (Singular and Plural)	In every day use nouns by the different forms of quantitative in their combination with Nouns in singular and plural forms.	A + boy (Singular) Eaten + boy (Singular) Every + boy (Singular) Seven + boys (Plural) Many + boys (Plural) A few + boys (Plural)	1. Sentence location of possessive sentences or short continuous prose passages involving the combination of demonstratives and possessive pronouns and passages with the students. 2. The picture cut from these quantities and combine essentially with countable nouns. 3. The class attention to the fact that 'a' and 'every' someone only with countable countable nouns, while 'some' 'many' 'few' 'some' 'many'.	1. Sentence strips. 2. Passage selected from prescribed texts or any other source. 3. Any other relevant material.

			(b) 'a' sound initial sound: 2. The stresses use occurrence of indefinite articles with only singular nouns, and the occurrence of definite articles with both singular and plural nouns. 3. Gender's identify and name under objects or pictures using appropriate indefinite and definite articles in phrases and sentences, e.g., "This is a (n)....." "The....."	
2. Noun Phrase (Determinative + Noun) (Singular and Plural) (Possession and Singular and Plural forms)	(a) Recognize and use carefully the combination of demonstratives with Nouns in the singular and plural forms.	This - look/teach/ich That - look/teach/ich These - look/teach/ich Those - look/teach/ich My - possess/teach/ich Your - possess/teach/ich Question/your + possess/teach/ich	1. Procedure same as in Unit 1 above. Teacher stresses the distinction in terms of both demonstratives and nouns as in the context.	1. Copies for attention of teacher. 2. Addition of sentences, e.g., 3. Prescribed sentence book.

			2. Use <i>comparable</i> with plural nouns in the nouns 3. Suitable to conduct written exercises involving the combination of appropriate qualifications with: (a) Singular countable nouns (b) Plural countable nouns	
4. Noun Phrase (Quantifier – Noun) Plural comparable (Nouns)	Recognize use quantifier, inflect as plural, determine when combine with only, numeral, nouns.	Milk – Water (Countable) A three-year-old boy Five Some – Many (Uncountable) Super Rice	Procedure generally the same as in Unit 4 above. Teaching, however, starts attention to the fact that some can combine with both singular and pluralable nouns	As in Unit 3 above
5. Noun Phrase (Prepositional – Noun – Noun)	Recognized between singular and plural, prepositional forms in.	A glass of water two glasses of water in front of me a lot of money	Teacher gets students to e.g. put a lot of food into slices or pour water in glass and identify	1. A lot of bread; 2. Water; 3. Glasses,

			occurs).	
6. NP - V (NP) (Transitive and intransitive)	(a) Recognize subject, verb, or object; sentence; (c) Distinguished between and use appropriately have, be, verb; (d) Recognize and use verbs which can be used both transitive and intransitively	(a) NP - V Birds fly people die snake bites (b) NP + NP The student has the book Some students have a notebook Mother's boys sing. (c) NP + V - NP The man smokes (cig- arettes). The children sing (their songs). My brother's drink (alcohol)	1. Teacher writes short press message in dialogue which illustrate the three structural patterns shown in the 'context' volume; reads and discusses with the student the content of the message; 2. He draws student attention to the subph- rases and object of each sentence, then appli- cable, stressing the difference between transitive and intransitive verbs; 3. He also draws attention in class of verbs that can be used transitively and intransitively; 4. He presents another series of sentences of short	

			passages and student identify the transitive and intransitive verbs in them. 5. Students make sentences of their own with given verbs to show that they understand the three structural patterns taught. 6. As reinforcement, students engaged in role-playing dialogue using transitive and intransitive verbs.	
2. NP + V NT "Subject + Verb + Object as functional units"	(a) Recognize subject as functional units within a sentence. (b) Recognize object as subjects and objects in sentences.	Pronoun (a) We sing the National Anthem everyday. (b) The teacher likes you. (c) I play football daily.	Presented in generally the same as in unit 1 above: 1. Teacher presents the three structural patterns either in separate sentences or in pieces of sentence writing, or in dialogue. 2. He guides the students to identify subject, verb	1. Sentence strips. 2. Passages selected from prescribed texts or any other source. 3. Any other relevant material.

			the note + Joseph gives assertion to a member of the family and no other can be required with out the or else, e.g. (100%) conductor must obtain signature of the make section or else the section are for future leading member's service the 100% are valid in a line	
10. Every one possesses possession with form of constructions applied to and with construction	Apply correctly the various rules for expressing possession that with various things correct possess to English the use of other forms	Various forms of expressing possession: (a) In a book (b) In a bag (c) In a house (d) In a man (e) In a son (f) In a The degree of a subject and a person's friend's	1. Example of sample passage Illustrating the use of the of construction 'applies to' and with construc- tion in expressing possess ion. 2. Students will read the passage and will be able to give the correct construction	1. Reading 2. Fill in the blanks

		work. which houses; (c) with construction; They only with a golden foot. The room will, they to in.	aphorisms and with- construction to denote personification as in the passages. 3. Teacher indicates on the given various forms of expressing possession as cues for students to make appropriate sentences.	
11. Frequent- come & express- ing relations with people	freely propositions in relating relations with people.	Lesson expressing preposition with together with to the layout of capital on the revision side. Examples: John came with us. We stood for the Chairman. They fought for Nigeria. They spoke neither about us.	1. Teacher provides relating passage involve ing the use of these prepositions. 2. Teacher draws atten- tion to the preposition in the passage. 3. Students make sen- tences of their own to express the meaning of these prepositions as used in the passage. 4. 5. Others voluntarily	

				1. Learning the names of objects 2. Recognizing pictures of these objects
1. Proper nouns (names of people or places)	1. Learning the names of people or places 2. Recognizing pictures of these people or places	1. Learning the names of people or places 2. Recognizing pictures of these people or places	1. Learning the names of people or places 2. Recognizing pictures of these people or places	1. Learning the names of people or places 2. Recognizing pictures of these people or places
2. Common nouns (names of things or animals)	1. Learning the names of things or animals 2. Recognizing pictures of these things or animals	1. Learning the names of things or animals 2. Recognizing pictures of these things or animals	1. Learning the names of things or animals 2. Recognizing pictures of these things or animals	1. Learning the names of things or animals 2. Recognizing pictures of these things or animals
3. Verbs (action words)	1. Learning the names of actions 2. Recognizing pictures of these actions	1. Learning the names of actions 2. Recognizing pictures of these actions	1. Learning the names of actions 2. Recognizing pictures of these actions	1. Learning the names of actions 2. Recognizing pictures of these actions
4. Adjectives (describing words)	1. Learning the names of adjectives 2. Recognizing pictures of these adjectives	1. Learning the names of adjectives 2. Recognizing pictures of these adjectives	1. Learning the names of adjectives 2. Recognizing pictures of these adjectives	1. Learning the names of adjectives 2. Recognizing pictures of these adjectives

		provision. There is direct drinks use across the range. 100% satisfactory present state. Top priority is safety. Top priority.	appropriate situations and make extensive availability present in the situation. A attractive walls benches and to distance the presentation in the	
14. Types of furniture present and price per person	(a) Furniture should even with current references. (b) Furniture should be in the year. (c) Furniture should be in the year. (d) Furniture should be in the year. (e) Furniture should be in the year. (f) Furniture should be in the year. (g) Furniture should be in the year. (h) Furniture should be in the year. (i) Furniture should be in the year. (j) Furniture should be in the year. (k) Furniture should be in the year. (l) Furniture should be in the year. (m) Furniture should be in the year. (n) Furniture should be in the year. (o) Furniture should be in the year. (p) Furniture should be in the year. (q) Furniture should be in the year. (r) Furniture should be in the year. (s) Furniture should be in the year. (t) Furniture should be in the year. (u) Furniture should be in the year. (v) Furniture should be in the year. (w) Furniture should be in the year. (x) Furniture should be in the year. (y) Furniture should be in the year. (z) Furniture should be in the year.	1. Reception and irregular 2. Reception and irregular 3. Reception and irregular 4. Reception and irregular 5. Reception and irregular 6. Reception and irregular 7. Reception and irregular 8. Reception and irregular 9. Reception and irregular 10. Reception and irregular 11. Reception and irregular 12. Reception and irregular 13. Reception and irregular 14. Reception and irregular 15. Reception and irregular 16. Reception and irregular 17. Reception and irregular 18. Reception and irregular 19. Reception and irregular 20. Reception and irregular 21. Reception and irregular 22. Reception and irregular 23. Reception and irregular 24. Reception and irregular 25. Reception and irregular 26. Reception and irregular 27. Reception and irregular 28. Reception and irregular 29. Reception and irregular 30. Reception and irregular 31. Reception and irregular 32. Reception and irregular 33. Reception and irregular 34. Reception and irregular 35. Reception and irregular 36. Reception and irregular 37. Reception and irregular 38. Reception and irregular 39. Reception and irregular 40. Reception and irregular 41. Reception and irregular 42. Reception and irregular 43. Reception and irregular 44. Reception and irregular 45. Reception and irregular 46. Reception and irregular 47. Reception and irregular 48. Reception and irregular 49. Reception and irregular 50. Reception and irregular 51. Reception and irregular 52. Reception and irregular 53. Reception and irregular 54. Reception and irregular 55. Reception and irregular 56. Reception and irregular 57. Reception and irregular 58. Reception and irregular 59. Reception and irregular 60. Reception and irregular 61. Reception and irregular 62. Reception and irregular 63. Reception and irregular 64. Reception and irregular 65. Reception and irregular 66. Reception and irregular 67. Reception and irregular 68. Reception and irregular 69. Reception and irregular 70. Reception and irregular 71. Reception and irregular 72. Reception and irregular 73. Reception and irregular 74. Reception and irregular 75. Reception and irregular 76. Reception and irregular 77. Reception and irregular 78. Reception and irregular 79. Reception and irregular 80. Reception and irregular 81. Reception and irregular 82. Reception and irregular 83. Reception and irregular 84. Reception and irregular 85. Reception and irregular 86. Reception and irregular 87. Reception and irregular 88. Reception and irregular 89. Reception and irregular 90. Reception and irregular 91. Reception and irregular 92. Reception and irregular 93. Reception and irregular 94. Reception and irregular 95. Reception and irregular 96. Reception and irregular 97. Reception and irregular 98. Reception and irregular 99. Reception and irregular 100. Reception and irregular	As in item 14 above	1. Reception 2. Reception 3. Reception 4. Reception 5. Reception 6. Reception 7. Reception 8. Reception 9. Reception 10. Reception 11. Reception 12. Reception 13. Reception 14. Reception 15. Reception 16. Reception 17. Reception 18. Reception 19. Reception 20. Reception 21. Reception 22. Reception 23. Reception 24. Reception 25. Reception 26. Reception 27. Reception 28. Reception 29. Reception 30. Reception 31. Reception 32. Reception 33. Reception 34. Reception 35. Reception 36. Reception 37. Reception 38. Reception 39. Reception 40. Reception 41. Reception 42. Reception 43. Reception 44. Reception 45. Reception 46. Reception 47. Reception 48. Reception 49. Reception 50. Reception 51. Reception 52. Reception 53. Reception 54. Reception 55. Reception 56. Reception 57. Reception 58. Reception 59. Reception 60. Reception 61. Reception 62. Reception 63. Reception 64. Reception 65. Reception 66. Reception 67. Reception 68. Reception 69. Reception 70. Reception 71. Reception 72. Reception 73. Reception 74. Reception 75. Reception 76. Reception 77. Reception 78. Reception 79. Reception 80. Reception 81. Reception 82. Reception 83. Reception 84. Reception 85. Reception 86. Reception 87. Reception 88. Reception 89. Reception 90. Reception 91. Reception 92. Reception 93. Reception 94. Reception 95. Reception 96. Reception 97. Reception 98. Reception 99. Reception 100. Reception

15. Time 15:00-15:30 15:30-16:00	by Express Express events that will take place in the future using what we know in our presentative form of verbs	1. State will in express the future (force of prediction) 2. It'll rain tomorrow (prediction) 3. He'll open the door in a minute 4. Progress on a project 5. We're looking for a new meeting 6. We're calling the strike off	1. Student know when they when to do in the following week. 2. Teacher and students read and discuss passage where future events are expressed using appropriate the expression 3. Students use third party in sentences of their own	1. Reading 2. Writing
16. Time when 16:00-16:30 16:30-17:00	Express's definite present of a verb future in the present. The past and future	1. Express use phrases used to indicate time when 2. At 10 o'clock, at noon at night 3. On 10th morning, in 1981 on the twentieth century, During during the morning during during the morning etc.	As in 15.10.10 above	1. Reading 2. Writing

17. Duration	Expresses duration of the duration of events or actions using prepositions and time adverbial	The use of the following prepositions to indicate duration of time: For: the amount of a period, for several years, for ages. Over: over a period of During: during a holiday, throughout the year, from 1945 to 1948 Up to: up to Christmas	1. Reading 12.5 score of choosing duration of events up to 100 taking for 1 day 2. Reading 12.5 score of choosing duration of time	1. Reading 12.5 score of choosing duration of events up to 100 taking for 1 day 2. Reading 12.5 score of choosing duration of time
18. Duration	Expresses frequency of repetition of events or actions using prepositions and time adverbial	While, while the day last Since since he was a child. Since 1972 Until, until next week, always Repeats Rarely Continuously	1. Teacher asks questions which require students to state duration of events they know 2. Students answer the questions 3. Teacher notes the correct usage of the words 4. Teacher notes the correct usage of the words 5. Teacher notes the correct usage of the words 6. Teacher notes the correct usage of the words	1. Reading 12.5 score of choosing duration of events up to 100 taking for 1 day 2. Reading 12.5 score of choosing duration of time

		'soul, 'vice, 'between, 'wind 'back, 'unice, 'bills, ' 'wien, 'top and. Introduce short sentences to which the words are used to reinforce practice in producing the vowel sound.	For /b, d, g/.	
3. From 'vowel digraph and sentence contexts.	1 and 2 as in Unit 1 above. 3. Distinguish between the sounds /b, d, g/ and 'p, 't/ in word context.	Word Contexts 'pen, 'read, 'fat, 'mel, 'wed, 'they, 'age, 'bell, 'left, 'thead, 'yes, 'Ellen, 'than, 'ladder, 'any, 'frown, 'says, 'said, 'read, 'surround. Sentence Contexts Short sentences in which the words are used to reinforce practice in producing the vowel sound.	1. Generally as in Unit 1 above 2. Ensure that students make the correct sounds for /b, d, g/.	As in Unit 1 above.
4. From 'vowel	As in Unit 1	Word Contexts	1. Demonstrate the correct	As in Unit 1

used in word and sentence contexts	above.	'shell, 'young, 'dear, 'tea, 'top, 'silly, 'not, 'new, 'man, 'week, 'tail, 'pink Sentence Contexts Short sentences in which words containing the sound being taught are used.	an auxiliary movement in the production of this sound.	above.
			2. Students repeat after the teacher. 3. Emphasize the use of correct auxiliary movement in producing the sound.	
3. imitative English Cleverness 'the soup of porridge' utterances of English in word and sentence contexts / also in key	(a) Recognition and production of correctly the consonant sounds which occur in the words in sentences. The letters and pronunciations correctly shown. Consonants are only when they occur in the initial position of	Word Contexts 'pale, 'apple, 'pipe, 'put, 'pump, 'pump, 'bean, 'Golly, 'bed, 'beam, 'Bible, 'bicy, 'leg, 'Hill, 'jet, 'bag, 'you, 'sake, 'bat, 'dick, 'paddle, 'bad, 'leach, 'decide, 'dead, 'real = in 'played, 'knick, 'arrest, 'down, 'toped, 'handed, 'legged, 'visual, 'vetted, 'seize, 'caution, 'waited, 'lensed, 'snuck, 'quitted.	1. Generally as in 'Hill / above. 2. Teacher directs attention to the difficult spellings for the sound(s) in words.	As in Unit 1 above.
				1. 170

	words but also in medical and legal parlance in words (c) Recognize and produce correctly the conventionalized h in the different spelling contexts in which they occur	orthopedic, unusual, necessary, 'emp, 'basset, 'book, 'violin, 'padding, 'look, 'water, 'sex, 'passion, 'equal, 'box, 'yolk, 'gel, English, 'ing, 'even, 'again, 'try, 'German, 'Contexts like short sentences.																																	
6. Exercises for stress in words in English	(a) Recognize and produce the correct stress in a number of given words (b) Produce the force in different parts of words (c) Recognize the syllabic structure of words with more than one	Shifting stress patterns in some English Nouns. <table border="1"> <thead> <tr> <th></th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr> </thead> <tbody> <tr> <td>three</td><td>thirteen</td><td>thirty</td><td>four</td><td>forty</td><td>forty</td></tr> <tr> <td>four</td><td>fourteen</td><td>thirty</td><td>four</td><td>forty</td><td>forty</td></tr> <tr> <td>five</td><td>fifteen</td><td>thirty</td><td>four</td><td>forty</td><td>forty</td></tr> <tr> <td>six</td><td>sixteen</td><td>thirty</td><td>four</td><td>forty</td><td>forty</td></tr> </tbody> </table>		2	3	4	5	6	three	thirteen	thirty	four	forty	forty	four	fourteen	thirty	four	forty	forty	five	fifteen	thirty	four	forty	forty	six	sixteen	thirty	four	forty	forty	1. Demonstrate the correct stresses of some words. 2. Recognition by the students 3. Emphasize the stress naturally according to the pronunciation of certain words one syllable as in three in time	Provide word list. 2. Reading passages.	
	2	3	4	5	6																														
three	thirteen	thirty	four	forty	forty																														
four	fourteen	thirty	four	forty	forty																														
five	fifteen	thirty	four	forty	forty																														
six	sixteen	thirty	four	forty	forty																														

	syllable	7 seven	17 seventeen	70 seventy	8 eight	28 eighteen	80 eighty	90 ninety	100 hundred	4. Put a c that it words with more than one syllable, at least one of the syllables must be stressed. 5. Students read sentences used for illustrating the common stresses.		
7. Distinguishing English vowels: the lack of peripheral lip round and square vowels.	(a) Recognizes and produces correctly the vowel sound which occurs in the words in the context. (b) Recognizes the difference	Word context 'can', 'far', 'but', 'you', 'can', 'part', 'earn', 'care', 'pass', 'fast', 'father', 'leaf', 'tail', 'weak', 'short', 'padding', 'padding', Sentence context 'Short sentences' containing the words	1. Generally as in Unit 1 above. 2. Teacher ensures that students make the correct sounds for /a:/ and /æ/.	As in Unit 1 above.								

	of the the the the the ...			
8. The ... background of ... of the ...	... the the the the the ...	... the the the the the ...	... the the the the the ...	... the the the the the ...
9. The the the ...	... the the the ...	... the the the ...	... the the the ...	... the the the ...

	cut in sound	the sequence 'zero', 'three', 'four', 'fourty'. The sound sequences do not include the word 'four'.	if 'three' is added to the list of words, would it include the word 'four'?	
12. Vocabulary in English: The falling intonation used in statements.	Identify and use correctly the falling intonation in a simple sentence.	Short written exercises: 1. Match the words with the correct sound which illustrates the various sounds we hear for 'four'.	1. Teacher provides a number of simple statements on the chalk board and provides the correct sound to reflect the falling intonation type. 2. Teacher reads a short passage in a recording of the falling pitch which eventually demonstrates the statement in the past tense. 3. Students listen to recordings using appropriate pitch fall and pitch rise and compare using	1. Short passage. 2. Tape recorder software. 3. Recording of a 'four'.

			appropriate response for me	
1.3. Understand them in English The falling intonation on command is commonly	Recognize and understand the falling intonation 'use in commands.	Short sentences 'imperatives' containing words which show a downward 'bought' in the voice	1. Understands an 'in Unit 2. Understands instructed to the similarity in pitch fall pattern between statements and commands are the difference in sentence pattern 3. Understands key commands using appropriate pitch fall and pattern of commands using appropriate response for me.	As in Unit 12 above.
1.4. Understand new English commands The relative pitch	(a) Recognizes in a position the command words under pitch in intonation	Pattern follows the 'fall, soft, rise' trend of 'so, 'good' language change, 'well and 'very 'early	1. Understands 'as in Unit 2. Understands 3. Understands success the correct articulation of the words in context	As in Unit 12 above.

20. Identifying consonants. The Animals test used in sentence context.	20. Recognizing and proving these sounds conceptually in social media and final sentence in words.	Word context	1. Generally used in a above	
		chall, 'erie, 'Charles, 'cheese, 'catch, 'went to, 'teacher, 'bulcher, 'beach, 'butcher, 'mix'ure, 'secure, 'ing u. a. 'culture, 'joy	2. Teacher emphasizes the step effective feature of these two syllables. 1. Teacher directs attention to the different spellings in words each of the sounds occur.	
		'John, 'Joep, 'James, 'team, 'giant, 'ging, 'germ, 'rhyme, 'dungeon, 'agent, 'veget, 'large, 'huge, 'sponge, 'wage, 'bridge, 'sage, 'thug, 'Bertie, 'carnival		
		'Sweet, 'venture, 'well, 'snails in which these sounds occur.		
	as in units 14 and 16.			

FIRST YEAR FRENCH SYLLABUS FOR JUNIOR SECONDARY SCHOOLS

A. PREAMBLE

The junior secondary school syllabus in French is understandable oracy centered. For this reason we must point out that it is very difficult to assess individual pupils taking into account class population and the time allotted for each period. However, it is strongly recommended that where a teacher thinks it necessary to use some part of a subsequent, the head of the school should be urged to give the teacher necessary co-operation. Further, where a teacher is devoted enough to sacrifice his/her own hour outside the normal school hours, to assess his or her pupils, he or she should be given all necessary encouragement by the school authorities. This is particularly desirable in view of the fact that continuous assessment is an integral part of the National Policy on Education.

B. RECOMMENDED FORMS OF ASSESSMENT

1. Teacher pupil question and answer
2. pupil question and answer
3. Simple reading aloud
4. Simple dictation exercises
5. Appropriate work book exercise

C. FREQUENCY

1. Item B1 & 2: twice each term.
2. Item B3 & 4 : Twice each term beginning from the second term
3. Item B⁵ : Twice during 3rd term only
4. Terminal and end-of-year examination to take into account all the work done in a term and in a year respectively

	with the peer group, elders, teachers, etc. -In expressing likes In giving with people (All of the above is normal) African and French (African)	2. Talking with people after a brief meeting on going to bed. 3. Express gratitude and politeness	etc. Au revoir A hierarchy of dominance: meat because he is excuse parties- meat, coat domage!! when she pulls Appropriate regrets			
2. Tapestry feeling	Teachers should be able to Express feeling about themselves and to words	Expressions of Love Sympathy admiration, respect, etc.	je t'aime) content (et) et compréhension with ... etc) thinks etc.			See Prescribed evaluation

	others in appropriate situations.				
1. Student encountered concerning the occupations	After covering the topic, the pupil should be able to (a) describe his classroom activities (c) narrate within his range of experience participated in with class mates		Numbers from 2A-4G. How many like cinema, movie, eg. lise, foye, riviere, poul etc. No. of visiting to school e.g. lecole, lycee, salle de classe, African incense, etc.		
4. State of AFR	Expressing	Revolt + civil			See

body and mind	covering the topic the pupil in should be able to express physical and emotional feelings	sentimental status of mind: expressing state of body	parts of the body e.g. in total & all suits - adjectives are in suit content In suits content he suits content he suits figure (f), he suits content (c), do fair & fine commissence				Proxied eventuated
5. Informative places prices	After covering the topic the pupil should be able to: Seek correctly information correctly	Seeking and obtaining information for places, prices of things; requests terms.	Combin count, and put on however whether, Y and etc. etc. Yes you, I, you Y, and are for directions) Where, how				

	information relation to places and prices of articles, etc.		monon donne (ou), si l'on peut, etc. attendu.			
6. Meeting people	After covering the topic the pupil should be able to: Introduce himself to strangers and acknowledge their introduction.	Expressing joy and satisfaction at meeting people making their acquaintance	Je suis content (ou) de faire votre connaissance pourriez-vous me présenter je suis ravi (e)			
7. Leisure and relaxation	After covering the topic the	Discussing events, plans and projects	Intelligence forms: inversion			

	page i should be able to Discuss events and plans relating to his school.	relating to his school activities. Holiday we will take in future	inflected and estroper The conjugation nouns Adverbs Adier + infinitive			
8. Conversations and festival	After covering the topic the pupil should be able to express his plans relative to birthday parties festival, giving details.	Discussing events relating to plans for a birthday parties a national festival religious activities funeral and naming ceremonies.	Four to forms of verbs avoid the cevenant aller - future forms of expressions like avoir time avoir besoin de, etc. Words and phrase conveying notions of times e.g. tout d'un coup, etc. J'ai un amusement, fête vacances, excursion, soirée d'anniversaire, funérailles, inhumation, mariage.			

REVISION QUESTIONS

Instruction: Answer all questions in the space provided

MATRIC NO:.....

DEPARTMENT:

OBJECTIVE 1-15

ESSAY:

- (a) Identify the different stages in the curriculum process.
 - (b) Name three models in curriculum development. Discuss any two in detail
 - (c) What are the factors to be considered in designing the curriculum
 - (d) Discuss any two in detail
1. The activity curriculum is based on the philosophy of the
 - (a) reconstructionists.
 - (b) Existentialists
 - (c) Perennialists
 - (d) Experimentalists
 - (e) Essentialists
 2. An important difference between aim and objective is that
 - (a) aim can be achieved while objective cannot

- (b) Objective has three domains while aim has one
- (c) aim is concerned with education while objective has to do with learning
- (d) Objective belongs to the cognitive domain while aim covers the three domains
- (e) aim covers the school system while objective cover classroom learning.

1. Objectives in the cognitive domain do not include the level of

- (a) application
- (b) analysis
- (c) comprehension
- (d) synthesis
- (e) valuing

2. Here are some notions in curriculum. When arranged in an ascending order of magnitude, they appear as

- (a) curriculum, syllabus, lesson plan, syllabus, curriculum
- (b) scheme of work, lesson plan, syllabus, curriculum
- (c) lesson plan, scheme of work, syllabus, curriculum
- (d) lesson plan, syllabus, scheme of work, curriculum
- (e) curriculum, syllabus, scheme of work, lesson plan.

(5) An example of objective in the affective domain is

- (a) knows the value of honesty

- (b) handles apparatus skillfully
- (c) knows parts of a leaf
- (d) participates in group activities
- (e) recites the commandments.

16.) One group is out of place among the following, which one?

- (a) essentialists
- (b) reconstructionists
- (c) existentialists
- (d) experimentalists
- (e) progressivists

17.) The subjects matter can be defined in terms of

- (a) intellectual activities
- (b) facts and information
- (c) process and substance
- (d) core courses
- (e) topics

18.) Monitoring in curriculum is a kind of

- (a) implementation
- (b) development
- (c) dissemination
- (d) evaluation
- (e) planning

19.) One of the defining criterion of Education

proposed by R.S. Peters is, that

- (a) it must cater for the head, the heart and the hands
- (b) it involves transmission of worthwhile materials
- (c) it is a programme of guidance
- (d) it must have clearly stated objectives
- (e) it must contain some elements

(10) The "race experience" refers to

- (a) The origin of the word "curriculum"
- (b) The race track
- (c) One of the elements of curriculum
- (d) The cultural contents of education
- (e) What the child experiences in class.

(11) The broad fields curriculum is designed to achieve

- (a) reiteration
- (b) sequencing
- (c) continuity
- (d) integration
- (e) specialisation

(12) Criteria for choosing content do not include

- (a) learnability
- (b) validity
- (c) possibility for transfer
- (d) reiteration
- (e) relevance to learner needs

- Q- (13) Learning activities should be organised to ensure
- (a) social relevance
 - (b) repetition
 - (c) balance between depth and breadth
 - (d) transmission
 - (e) achievement of objectives

- (14) Which of the following is true of curriculum ?
- (a) it can be constructed once for all
 - (b) it deals only with the subject matter
 - (c) its components are unrelated
 - (d) it deals only with classroom learning
 - (e) it is a programme of studies

15. Evaluation

- (a) Only deals with pupil's learning
- (b) Seeks after information
- (c) Is synonymous with examination
- (d) should be content based
- (e) is done at the end of a programme

REVISION QUESTIONS

Answer all question

For each question there are 4 possible only one of which is most appropriate.

Choose the best answer and mark this on the question

paper.

1. Here are some notions in curriculum. Arrange them in ascending order of magnitude:
(a) syllabus (b) curriculum
(c) scheme of work (d) lesson plan

(a) a b c d
(b) b a d c
(c) d c a b
(d) d a c b
2. Elements of the curriculum will not include:
(a) Content (b) Objectives
(c) Situation Analysis (d) Evaluation
3. The race experience refers to
(a) societal values
(b) curricular content
(c) sporting activities
(d) Accumulated human cultures.
4. One of the following is not a stated objective of the National policy on education:
(a) The inculcation of national consciousness and national unity
(b) The inculcation of the right type of values and attitudes
(c) Respect for worth and dignity of labour

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