1. Record Nr. UNINA9910797758303321

Titolo	Designs for science literacy / / Project 2061 (American Association for the Advancement of Science)
Pubbl/distr/stampa	New York ; ; Oxford, [England] : , : Oxford University Press, , 2000 ©2000
ISBN	0-19-756153-5 0-19-972747-3
Descrizione fisica	1 online resource (313 p.)
Collana	Oxford scholarship online
Disciplina	507/.1/073
Soggetti	Science - Study and teaching - United States Mathematics - Study and teaching - United States Engineering - Study and teaching - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Previously issued in print: 2001. "Project 2061, American Association for the Advancement of Science."
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	CONTENTS; PREFACE; SCIENCE LITERACY, CURRICULUM REFORM, AND THIS BOOK; PROLOGUE: DESIGN IN GENERAL; An Introductory Example; Attributes of Design; Establishing Design Specifications; Conceptualizing a Design; Developing a Design; Refining the Designed Product; Looking Ahead; PART I: DESIGN AND THE CURRICULUM; CHAPTER 1: CURRICULUM DESIGN; An Introductory Example; Attributes of Curriculum Design; Establishing Curriculum-Design Specifications; Conceptualizing a Curriculum Design; Developing a Curriculum Design; Refining a Designed Curriculum; Looking Ahead; CHAPTER 2: CURRICULUM SPECIFICATIONS What Is a Curriculum?Curriculum Structure; Curriculum Content; Curriculum Operation; Summing Up; PART II: DESIGNING TOMORROW'S CURRICULUM; CHAPTER 3: DESIGN BY ASSEMBLY; The Idea in Brief; The Idea in More Detail; Setting the Stage; Assembly Strategies; Curriculum-Resource Management; Continuing Professional Development; CHAPTER 4: CURRICULUM BLOCKS; What Are Curriculum Blocks?; Properties of Curriculum Blocks; A Template for Describing Curriculum Blocks; Where Will Curriculum Blocks Come From?; Looking Ahead;

CHAPTER 5: HOW IT COULD BE: THREE STORIES; Foreword Palladio Unified School DistrictEdmond Halley School District; Lewis & Clark Regional School District; Afterword; PART III: IMPROVING TODAY'S CURRICULUM; CHAPTER 6: BUILDING PROFESSIONAL CAPABILITY; Increasing Faculty Science Literacy; Understanding Student Learning Goals; Becoming Familiar with Research on Learning; Learning to Analyze Curriculum Materials; Acquiring Curriculum Versatility; Improving Assessment; Becoming Informed on Reform Movements; CHAPTER 7: UNBURDENING THE CURRICULUM; Cutting Major Topics; Pruning Subtopics from Major Topics; Trimming Technical Vocabulary Reducing Wasteful RepetitionThe Challenge; CHAPTER 8: INCREASING CURRICULUM COHERENCE; Types of Curriculum Coherence; Improving Coherence across Grade Levels; Improving Coherence across Subjects; EPILOGUE: ANOTHER LOOK AT DESIGNS; BIBLIOGRAPHY; ACKNOWLEDGEMENTS; INDEX; A; B; C; D; E; G; H; I; L; M; N; P; R; S; T; U; W; CREDITS; INSTALLING DESIGNS ON DISK

Sommario/riassunto

The call for science curriculum reform has been made over and over again for much of the twentieth century. Arguments have been made that the content of the curriculum is not appropriate for meeting the individual and social needs of people living in the modern world; that the curriculum has become overstuffed with topics and does not serve students especially well; and above all, that the curriculum does not generate the student learning it is expected to produce. 'Designs for Science Literacy' presupposes that curriculum reform must be considerably more extensive and fundamental than the tinkering with individual courses and subjects that has been going on for decades.