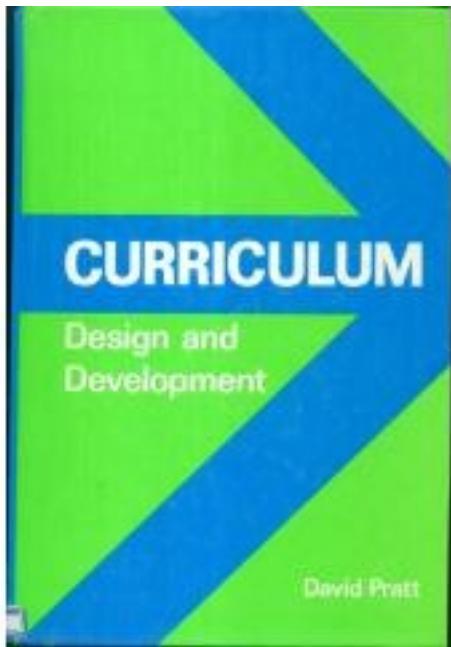


Curriculum, Design, and Development



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Curriculum is, and will always be, a major concern of the professional teacher. Whenever teachers seek clearer purposes or better strategies for their teaching, they are reflecting on curriculum questions. Curriculum thinking is therefore as old as education itself. But for most of its history curriculum thought produced little clear guidance for the practicing educator. Only in the twentieth century has curriculum emerged as a subject for systematic study. And it is mainly in the past decade that the field has begun to produce a substantial body of validated principles for developing curricula.

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