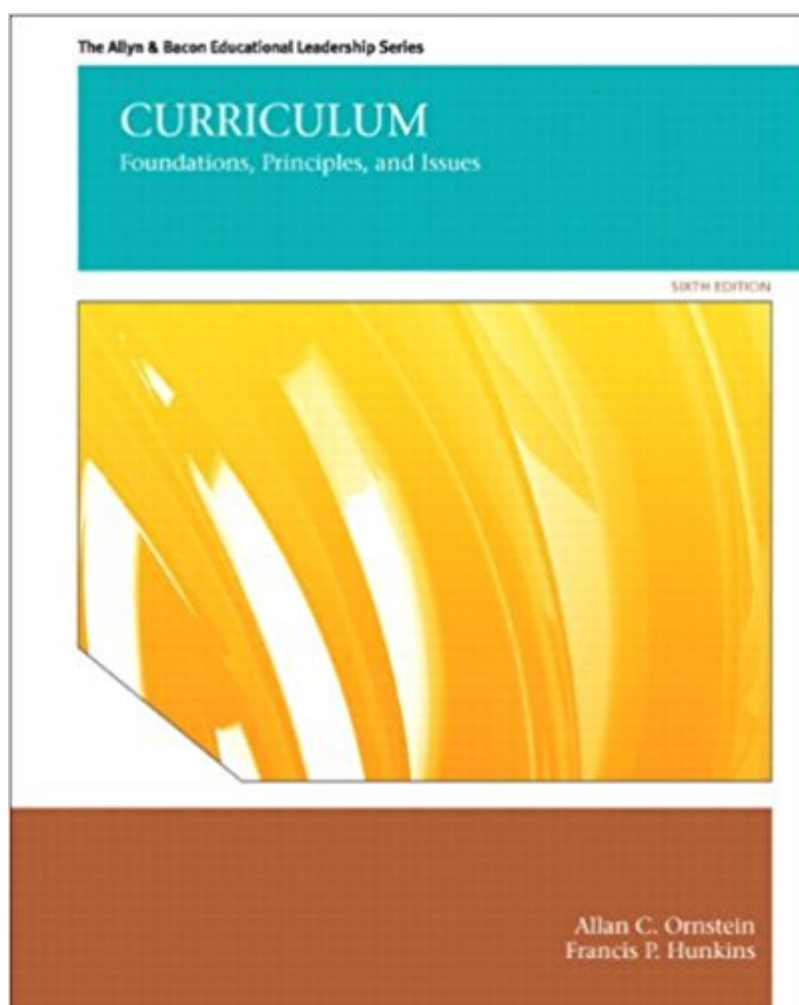


The book was found

Curriculum: Foundations, Principles, And Issues (6th Edition) (The Allyn & Bacon Educational Leadership)



Synopsis

The ideal resource for researchers, theoreticians, and practitioners of curriculum; a ready reference for teachers, supervisors, and administrators who participate in curriculum making; and a widely popular text for courses in curriculum planning, development, implementation, and evaluation, this book presents a comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum today. The information presented encourages readers to consider choices and then formulate their own views on curriculum.

Book Information

Series: The Allyn & Bacon Educational Leadership

Hardcover: 336 pages

Publisher: Pearson; 6 edition (March 9, 2012)

Language: English

ISBN-10: 0132678101

ISBN-13: 978-0132678100

Product Dimensions: 8.1 x 0.8 x 10 inches

Shipping Weight: 1.5 pounds

Average Customer Review: 4.1 out of 5 stars 80 customer reviews

Best Sellers Rank: #42,911 in Books (See Top 100 in Books) #53 in [Books > Textbooks > Education > Curriculum & Instruction](#) #88 in [Books > Education & Teaching > Schools & Teaching > Curriculum & Lesson Plans > Curricula](#) #125 in [Books > Arts & Photography > Individual Artists](#)

Customer Reviews

Curriculum: Foundations, Principles, and Issues, 6/e presents a comprehensive, thoroughly balanced overview of the entire field of curriculum—principles, foundations, issues, and procedures for conceptualizing, developing, implementing, and evaluating curriculum. The authors use an approach that encourages readers to consider choices and formulate their own views on curriculum. As in previous editions, the text thoroughly explores the historical, philosophical, psychological, and social context for the field; addresses the curriculum process and issues that influence it; and encourages readers to consider how new thinking impacts curriculum deliberations, development, and implementation. See clearly the meaning of the research and insights into the curriculum process through the text's “Curriculum Tips.” Become oriented to the main ideas at the beginning of each chapter through helpful Focusing

Questions. See how learning becomes more meaningful through overview tables and summaries of the major concepts and principles discussed in each chapter. Prepare for today's standards-based curriculum environment in the Curriculum Development chapter (Ch.7), which integrates aims, goals, and objectives. Follow the curriculum process from start to finish in Part II, Principles of Curriculum that covers Curriculum Design, Curriculum Development, Curriculum Implementation, and Curriculum Evaluation in that order. The Sixth Edition of Ornstein and Hunkins' widely popular text has been revised and updated to include balanced coverage of the latest issues, research, and thinking in national and global education and curriculum, including: A new chapter on International Education (Ch. 10) examines curriculum and education in six countries: Finland, Turkey, Australia, China, Brazil, and the Republic of South Africa. This edition includes a major discussion on international testing. The Historical chapter has new information on Charles Eliot and William Harris. All chapters have been revised and updated, including major revisions to Social Foundations (50% new material).

Allan C. Ornstein is a professor of education at St. John's University. He is a former Fulbright Hayes Scholar and has been a consultant for more than 60 different government and education agencies, including the American Federation of Teachers, the National Association of Secondary School Principals, and the Educational Testing Service. Dr. Ornstein has published more than 400 articles and 55 books, recently including Contemporary Issues in Curriculum, Fifth Edition; Class Counts: Education, Inequality, and the Shrinking Middle Class; Educational Administration: Concepts and Practices, Fifth Edition; and Foundations of Education, Tenth Edition. Dr. Ornstein's philosophical, social, and economic views are best represented by his recent books, Class Counts and Wealth vs Work: How 1% Victimize 99%, both written as trade books.

Francis P. Hunkins was a professor of education specializing in general curriculum, curriculum development, curriculum issues, and curriculum theory in the College of Education at the University of Washington for 35 years. Since retiring, Dr. Hunkins has remained active in writing educational textbooks. As a past president, he also remains active in the Association for Teaching and Curriculum. During his tenure at the University of Washington, Dr. Hunkins served as chairperson of the area of curriculum and instruction (1995-2000). He also consulted widely with school systems around the country. He was a visiting scholar at Monash University in Australia twice and

was also a visiting scholar at the Hong Kong Institute of Education in 1999. Over his career, he has written 21 educational textbooks and numerous articles for educational journals. He makes his home with his wife, Dr. Patricia A. Hammill, in the Seattle area. ã Æ

I rented this textbook as a coursework requirement for one of my Master's courses, and I expected it to be dry and cumbersome. Instead, I found that even though the text is dense, the information this book contains is phenomenal for anyone who wants to know what drives today's educational system. As a professional in the field of working with children with autism, I now have a much greater appreciation for what goes into curriculum. Not only that, but as a parent, I am suddenly completely aware and educated in regards to my kids' school's curriculum initiatives. Before reading this textbook, I felt like I wanted to be involved with my kids' education, but I didn't know how. Now, when the district comes out with announcements on "formative assessments," I know exactly what they're talking about, and I'm keenly interested in knowing how my children are performing against what the assessments say. Plus, when I attend board meetings, the jargon now all makes sense to me. (This, by the way, seems like a travesty to me. Parents should not need to be earning their Master's degrees in order to understand what their school boards are talking about.) Lastly, I mentioned that I rented this textbook. I now want to buy it. I had no idea that I would want to keep a book I originally assumed would be dry and useless. My incredible mistake. This textbook transformed my ability to be involved in my children's public education. Praise the Lord, and I mean that in all sincerity of heart.

I read this book along with Oliva's and it is quite thorough. Other readers would wonder why read both. They kind of cover the same ground. However, I like that Ornstein makes distinctions between philosophies and educational philosophies. This chapter is broader in scope. Likewise, his history on education in America seems to cover a greater ground. There is another chapter on social background which Oliva does not have. In his discussion on curriculum designs, he includes backward design curriculums, while Oliva doesn't. This is important to me as a reader because I am strongly influenced by backward design, and there are several authors covering this type of design (Erickson, 2003, 2007; and Wiggins & McTighe, 2005). A big distinction between these two books, however, is that Ornstein's tone is critical. Oliva's is objective, as a newsreporter who is describing what is going on. Ornstein's is editorial, as a person who voices his perspective and describes history with a critical eye. I thought that was important to this textbook.

Informative

This is a great book to read summaries of centuries of philosophical thought and how that helped determine what was taught. Now with the Common Core, I wonder how the foundational curriculum material will be presented - or if it will.

Overall a good textbook, however, it is missing many curriculum development topics and is a bit wordy in several areas. It certainly is useful, however, if this is the only curriculum textbook you are using, you will be missing a lot. Given I've taken other courses with other texts, this was fine. Wouldn't really recommend as a student or an educator.

This book serves well as a supplement to some curriculum introductory books. I don't think it's a complete introduction but it is useful as a fast-track introduction.

I'm definitely learning a lot about curriculum design and its approaches and elements. Everything you need to know is right in this book! I would highly recommended it to academics who are seeking administrative leadership in a school district.

If you are an educator, this book offers an interesting overview of curriculum foundations and theory as well as psychological and social implications for today's teachers and learners. It was required reading for my graduate course and now has turned into an excellent reference for the work I do. Veteran educators especially will find the content helpful in understanding what we need to know to offer 21st century learners better school experiences than what is now in place in most U.S. schools.

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