

## Class 6. Goals and Objectives.

Class Objectives:

After this class students will be able to:

- demonstrate a functional understanding of the fundamental elements of curriculum for early childhood through elementary.
- formulate educational goals and objectives that are appropriate and require working at higher cognitive levels.
- write a set of instructional objectives for a lesson plan.
- develop a library of relevant pedagogical resources
- prepare lessons and units that use a variety of instructional strategies and skills, incorporate learning theory, Bloom's Taxonomy, learning styles, and multiple intelligences, and are appropriate to developmental levels, goals and objectives.
- design lessons with activities and learning centers that allow children to move at their own pace in acquiring important skills in all developmental areas-physical, social, emotional, and intellectual.
- consider child developmental theory and the principles of educational psychology when making curricular decisions.
- explore a variety of new ideas in education and analyze their effectiveness in the early childhood and elementary setting.
- distinguish between well-stated and poorly stated instructional objectives.
- examine learning from and with each other in a fun and creative atmosphere
- demonstrate the ability to work cooperatively and collaboratively with peers.
- continue to develop a practical understanding of the PBL approach.

Fundamental issues:

What is the difference between Aims, Goals and Objectives?

What are the different ways in which objectives are defined and how does that alter the manner in which they are implemented and assessed?

What are the differences between the Grondlund's objectives , Mager's objectives, and goals objectives?

Evaluating these three models, what do you believe is the best manner in which to conceive of and write objectives.

What should be the relation between learning, objectives and assessments?

What do you believe are some key considerations when planning?

What is the best model of planning?

What is goal oriented curriculum planning? Does it seem realistic to you?

What are the steps involved in planning:  
for the year, for a unit, for a week, for the day, for a lesson?

What is a spontaneous curriculum, the horizontal curriculum, the vertical curriculum? How can teachers plan goals and objectives that serve each of these?

Given the structural constraints of the school system, how do you conceive of implementing cross-curricular integration in your teaching?