



Curriculum Design Interpretation

SESSION OBJECTIVES:

By the end of the session, the participant should be able to:

- a) identify the components of the curriculum designs for effective interpretation of the curriculum.
- b) interpret the curriculum designs for effective implementation of learning areas.
- c) relate national goals of education to level learning outcomes, general learning outcomes and specific learning outcomes
- d) develop appropriate specific learning outcomes for number of lessons allocated in subjects taught.



KWL

- 1. What *I know* about
- 2. What *I want to know* about



Introduction



A Curriculum design is a document that outlines the **components** or elements of a curriculum.

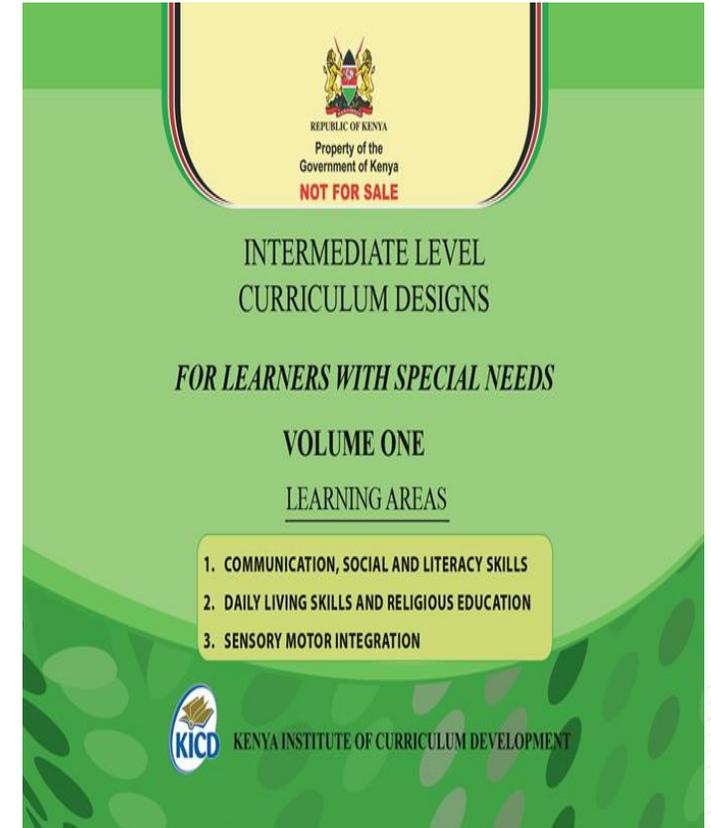
It's a core document that guides learning institutions on how to **organise** learning.

Why the Curriculum Design?



Curriculum design provides details that show the relationship between the components.

Designs ensure the curriculum can be implemented within the time allocated and infrastructure in the schools.



Activity 1a: Components of a Grade 7 design



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Code:

1. What are the components of a Grade 7 design?
2. How is the Junior Secondary School design template different from the upper primary template?

Activity 1b



In groups, brainstorm on the components of a grade 7 curriculum design. Share during plenary session.



Components of Junior Secondary School Curriculum Design

- National Goals of Education
- Level Learning Outcomes
- Subject /General Learning Outcomes
- Essence Statement

Components of the Junior Secondary Curriculum Design



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

Core competences to be developed:

Values:

Pertinent and Contemporary Issues(PCIs):

Links to other subjects:

NATIONAL GOALS OF EDUCATION



Self assessment corner

Why are the national goals of education important ?

How are the national goals of education achieved in Kenya schools?

Share your thoughts in buzz groups.

1. Foster nationalism, patriotism and promote national unity

Use of one curriculum design in all public and private schools, One medium of instruction, Common national assessments, non-formal activities like drama, music, clubs, games etc

Participating in national events, learning History and Religion, etc



2. Promote social, economic, technological and industrial needs for national development

Education raises people's productivity and creativity while promoting entrepreneurship and technological advances., it plays a role in securing economic and social progress and improving income distribution and MORE...



3. Promote individual development and self-fulfilment

Education should provide opportunities and help every child to develop their potential, interest and abilities, create and develop high self-esteem, eliminate fear and shyness, create courage and confidence in approaching life issues and more....



4. Promote sound moral and religious values

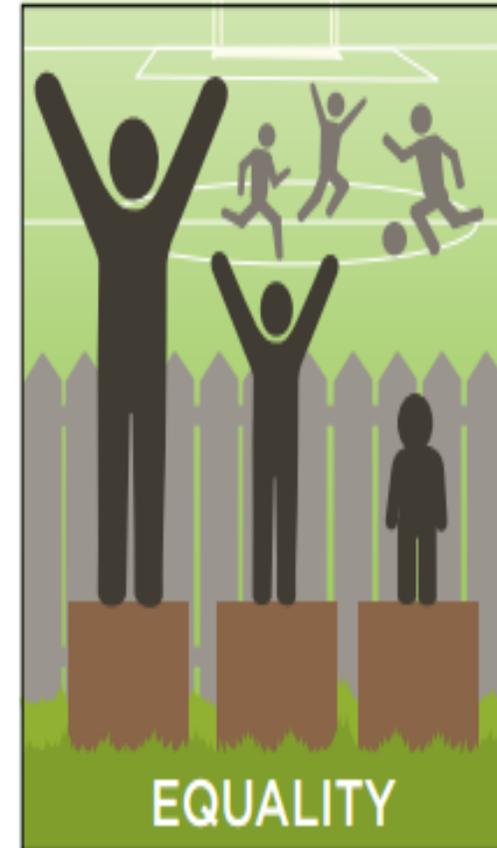
Practice what you preach, narrate personal experiences, motivate good behaviour, communicate effectively, digital citizenship, positive mentorship and role modeling, Personal and religious morals reflecting beliefs reflecting generosity, courage, love, church or mosque, or temple attendance, prayer, moral code, and ritual acts focused on sacred objects, laces, times etc, belief in supernatural beings. AND MORE....



5. Promote social equity and responsibility

Join community activities and meetings, teacher, children and adults, organize events, support your neighbourhood, create communication channels for the community, support local initiatives and organisations, civil rights, autonomy, freedom of expression,

Equal access to public resources, gender parity, social inclusivity, poverty reduction and equity and more..

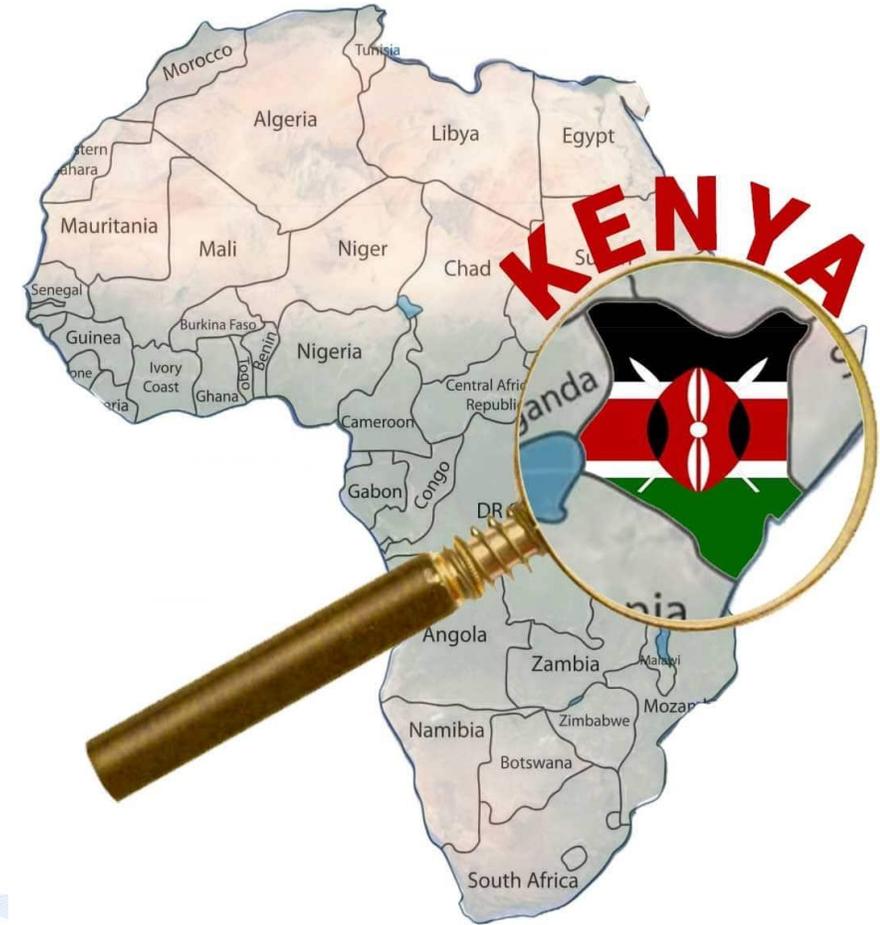


6. Promote respect for and development of Kenya's rich and varied cultures



Interest in cultural background, language concerns, reach out to local media, publish and speak, cultural exchange and collaboration strategies, Community awareness, preserve monuments and cultural heritage, heritage festivals, and fiestas freedom walks, heritage trails and campaigns, Celebrate all success not only grades.

embracing History and Geography, sharing cultural experiences, set and communicate school motto, vision and mission well, classroom culture and school environment culture, diversity, inclusivity and multicultural practices, and more



7. Promote international consciousness and foster positive attitudes towards other nations



Live the school's philosophy and values, Informed governance and management practices, Infuse the curriculum, Celebrate the school community, Support families in transition, Enable linguistic fluency, Commit to service learning, Broaden teaching practice and professional development, Enrich student Life AND MORE.....



8. Promote positive attitudes towards good health and environmental protection.

Re-use, Reduce and Re-cycle, promote locally grown or organic food, clean up your water and environment, Make the world greener, old school cleaning, Good governance, healthy cities and health literacy AND MORE....





How do National goals of Education relate to learning outcomes?

In pairs, think and share ways in which the 8 National Goals of Education relate to learning outcomes. Present during plenary.

1. Learning outcomes are the **end result** or what the learner is able to demonstrate upon completion of a lesson, sub strand, strand or level.
2. Learning outcomes are expressed through the application of **knowledge, skills and attitudes**.
3. Learning outcomes express what a learner is expected **to do** after going through a learning experience.
4. They indicate the expected **observable behavioural changes** in the learner after a learning experience.



Level Learning Outcomes for Middle School Education

By the end of Middle School, the learner should be able to:

1. apply literacy, numeracy skills and logical thinking appropriately in self-expression,
2. communicate effectively in diverse contexts,
3. apply digital literacy skills appropriately for communication and learning in day-to-day life,
4. practice hygiene, appropriate sanitation and nutrition to promote health,
5. explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,

Level Learning Outcomes for Middle School Education Cont...

6. demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
7. demonstrate social skills, spiritual and moral values for peaceful co-existence,
8. demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
9. manage Pertinent and Contemporary Issues in society effectively

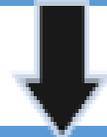
Progression of Learning outcomes



National Goals of Education



Level learning outcomes



General learning outcomes



Specific learning outcomes

Relationship between National Goals and Learning Outcomes



SUBJECT GENERAL LEARNING OUTCOMES (EXAMPLES)	LEVEL LEARNING OUTCOME(S)	NATIONAL GOAL(S) OF EDUCATION
<ul style="list-style-type: none"> Demonstrate patriotism and nationalism through partiin sports and games (Physical Education & Sports) 	<ul style="list-style-type: none"> Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility 	<ul style="list-style-type: none"> Foster nationalism and patriotism and promote national unity (Goal 1)
<ul style="list-style-type: none"> Develop skills in fabric choice for construction of garments and household articles. (Home Science) Create aesthetic and functional artworks by exploring the expanded range of techniques, tools, media and emerging technologies. (Visual Arts) 	<ul style="list-style-type: none"> Manage Pertinent and Contemporary Issues in society effectively Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development, 	<ul style="list-style-type: none"> Promote the social, economic, technological and industrial needs for national development. (Goal 2)

Activity: Relationship between the learning outcomes and the National Goals of Education



1. Pick on any national goal of education.
2. Identify one level learning outcome for middle school that will help realise the national goal of education in No. 1 above.
3. Identify one subject general learning outcome that will aid the realisation of the level learning outcome you identified in No. 2 above.
4. Pick one specific learning outcome that will help achieve the subject general learning outcome identified in 3 above.

Essence statements



Statements that describe:

1. Why a subject is taught at a certain level.
2. The strands in the subject.
3. Learning approaches to be used.
4. Theoretical underpinning for the subject.

Strands and Sub Strands



- Strand is a major theme in a learning area which runs throughout a level. In languages, strands are based on the different skills to be developed such as reading, listening, speaking and writing. In integrated sciences, strands are based on different content areas of science such as chemistry, biology, physics.
- Sub strands are sub-themes within strands. Sub strands define the scope of a strand within a grade level. In Physical Education and Sports, strand 'games' can have the following sub strands shooting in Handball, footwork in Netball.



Session: Specific Learning Outcomes

Specific Learning Outcomes



- Since CBC is **learner centred and activity oriented**, learning outcomes are designed following the same trend.
- The outcome statement includes **a verb** that will clearly illustrate what **action** learners need to engage in to demonstrate their competencies.
- The **action** could demonstrate a change at the level of knowledge, a skill or an attitude.



Example:

By the end of the sub strand the learner should be able to:

- a) **explain** the execution of chest pass in Netball (**knowledge**)
- b) **execute** the chest pass for skill acquisition (**skill**)
- c) **appreciate** team work in execution of chest pass during collaborative play (**attitude**).

The verbs represent the three domains of learning.

A good learning outcome begins with an **action verb**, followed by the **object of the verb** and a phrase that gives the **context**.

Other verbs that can be use instead of appreciate include acknowledge, advocate, value, embrace, recognise among others

Characteristics of Good Specific Learning Outcomes



- a) The specific learning outcomes should be observable.
- b) Specific learning outcomes are agreeable to assessment.
- c) Avoids vague terms like, **know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of, demonstrate understanding.**

Activity



Studying Specific Learning Outcomes in Curriculum Design

1. Use a sample curriculum design (any learning area).
2. Identify and study specific learning outcomes from several subjects.
3. Discuss the verbs used in creating them.

Writing Learning Outcomes



1. Begin each specific learning outcome with an **action verb**, followed by the **object of the verb** followed by a **phrase that gives the context**.
2. Preferably use only one verb per learning outcome.
3. The specific learning outcomes must be observable.
4. Ensure that the specific learning outcomes are capable of being assessed.

A specific Learning Outcome must develop the following:



KNOWLEDGE

- Acquisition of facts, ideas, concepts; their application, synthesis to get new ideas and evaluation of the information

SKILLS

- Using the knowledge acquired, a learner is able to apply it to perform certain tasks against a given standard. The standard to which a learner should perform the task is referred to as a competence.

VALUES

- Standards set by the society to regulate behaviour of people who live there in. They guide an individual on how to respond or behave in given circumstances, influence how people feel, act and make choices in life environment that enhances academic attainment and develops learners' values and social skills.

ATTITUDES

- Desirable emotions, beliefs and personal attributes that a learner acquires towards a particular object, person, thing, happening or occurrence, through knowledge and skill that influence performance.

A specific learning outcome must develop the following:



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How to Formulate Specific Learning Outcomes



Bloom's Level	Key Verbs (keywords)	Example Learning outcome
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	Design a garment for a new born baby
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	Choose foods rich in vitamin C in their locality
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	differentiate between macro and micro nutrients found in foods.
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	calculate BMI for promoting health.
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	describe materials used to build homes
Remember	list, recite, outline, define, name, match, quote, recall identify label recognize	recite the national anthem of Kenya

Brainstorming session: How are specific learning outcomes broken into lesson outcomes?



High Order Verbs Verbs can be broken further into simple lower order verbs for lessons allocated in the Curriculum Design. Such as describe, explain, explore, analyse, etc.

Examples: **Visual Arts:**

By the end of the sub strand learners will be able to :

- a) explore aspects of traditional human potraiture using samples.
- b)take self-potrait using a digital device
- c) apply ICT skills to edit the captured photographs
- d)appreciate own and others photographs taken using digital devices

This sub strand is allocated **6 lessons**.

In groups, come up with **SPECIFIC LEARNING OUTCOMES FROM** above the sub strand that can be used to generate 6 lessons.

Remember each of the 6 lessons must have a **knowledge, skill and attitude** dormains of learning.

The SLOs must be well developed with a suitable **verb, object and context**.

Suggested Learning Experiences below will guide the number of lessons to plan for. See next slide.

Suggested Learning Experiences



The learner will be guided to:

- analyse aspects of traditional human portraiture from actual or virtual samples with emphasize on:-*Portrayal of subject's mood, Potrayal of subject(chest upwards),profile(front or side), centering the subject within the grid.*
- pose in pairs and take a potrait using adigital device from the chest upwards emphasise on -*Mood of the subject, creative profile, light effect, suitable background, clarity of image*
- edit image by cropping ad adding effects.
- display and critique own and others' work. explain

GROUPS TO PRESENT DURING PLENARY.

Example of Verbs used in the development of SLO's Knowledge, Skills and Attitudes



By the end of the sub strand the learner should be able to :

1. **form** simple linear inequalities in one unknown in different situations
2. **illustrate** simple inequalities on a number line
3. **appreciate** use of linear inequalities in real life

The verbs represent the three domains of learning including, **knowledge, skills and attitudes.**

The object in specific learning outcomes



The outcome also has an object, which answers the question “**what**”

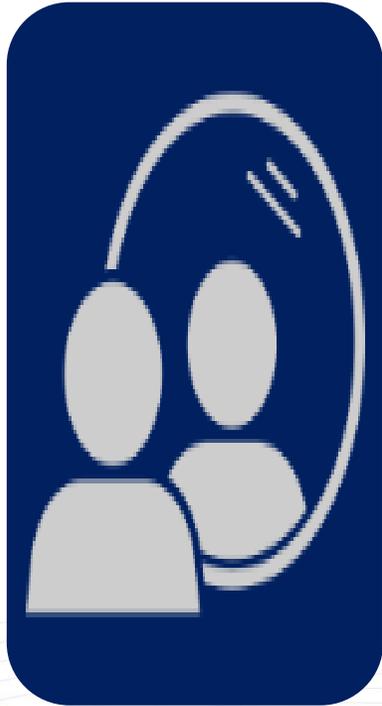
1. form **simple linear inequalities in one unknown** in different situations
2. illustrate **simple inequalities** on a number line
3. appreciate **use of linear inequalities** in real life

The context in learning outcomes



The outcome also has a context, which answers the question “**why**”, “**where**”, “**how**” and “**when**”

1. form simple linear inequalities in one unknown **in different situations(when)**
2. illustrate simple inequalities **on a number line(where)**
3. appreciate use of linear inequalities **in real life (where)**



Self-Reflection

1. I learnt.....
2. I need to learn more about.....
3. How I will apply what I have learnt

Suggestions I have for improvement of the session

Upload your responses on

<https://forms.office.com/r/7nHVcLMZrt>

Facilitators to use this link to View Responses: <https://tinyurl.com/KWL-Facilitators>



Thank you