

TABLE 6.2

Basic Principles of Curriculum and Instruction

1. **Supportive Classroom Environment:** Students learn best within cohesive and caring learning communities.
2. **Opportunity to Learn:** Students learn more when most of the available time is allocated to curriculum-related activities and the classroom management system emphasized to curriculum-related activities.
3. **Curriculum Alignment:** All components of the curriculum are aligned to create a cohesive program for accomplishing instructional purposes and goals.
4. **Establishing Learning Opportunities:** Teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies.
5. **Cohesive Content:** To facilitate meaningful learning and retention, content is explained clearly and developed with emphasis on its structure and connections.
6. **Thoughtful Discourse:** Questions are planned to engage students in sustained discourse structured around powerful ideas.
7. **Practice and Application Activities:** Students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback.
8. **Scaffolding Students' Task Engagement:** The teacher provides whatever assistance students need to enable them to engage in learning activities productively.
9. **Strategic Teaching:** The teacher models and instructs students in learning and self-regulation activities.
10. **Cooperative Learning:** Students often benefit from working in pairs or small groups to construct understandings or help one another master skills.
11. **Goal-Oriented Assessment:** The teacher uses a variety of formal and informal assessment methods to monitor progress toward learning goals.
12. **Achievement Expectations:** The teacher establishes and follows through on appropriate expectations for learning outcomes.

Source: Adapted from Brophy, J. *Teaching—Educational Practice Series—1*. Brussels, Belgium: International Academy of Education, 1999, pp. 366–367.

as the Walkmans and portable CD players of a generation ago. Students can be seen everywhere they go—and often multiple capabilities are housed within the same device. Websites such as Facebook and MySpace are changing the way students communicate, socialize, and network, and other sites such as YouTube and iTunes bring media to students seamlessly, whether at home, on campus, or on the move. Media content comes onto campus every minute of the school day through smartphones, the Internet, e-mail, text messages, and general entertainment (music, video, blogs, etc.). For example, as Adam I. Attwood points out in "Implementing Virtual Museums in the Social Studies Classroom: An Apprenticeship Model" in this chapter, some teachers are using "virtual museums [to] make social studies more relevant and engage students in a dynamic dialogue with past generations."

To keep up with the media and technology environment today's students inhabit outside school, educators must incorporate technology into the modern curriculum. Unfortunately, as Marc Prensky writes in "Adopt and Adapt: Twenty-First-Century Schools Need Twenty-First-Century Technology" in this chapter, schools "famously resist change." But, he cautions, resisting today's digital technology "will be truly