

The Parallel Curriculum: A Model for Curriculum

The Core Curriculum	The Curriculum of Connections	The Curriculum of Practice	The Curriculum of Identity
The Core Curriculum is the foundational curriculum that should establish a rich framework of knowledge, understanding and skills most relevant to this discipline. It is the starting point or root system for the parallel curricula. The Core Curriculum: • is built on key factors, concepts, principles and skills essential to discipline • is coherent in its organization • is purposefully focused and organized to achieve essential outcomes • promotes understanding rather than rote learning • is taught in a meaningful context • causes students to grapple with ideas and questions, using both critical and creative thinking • is mentally and affectively engaging and satisfying to learners • results in evidence of worthwhile student production	The curriculum is derived from and extends the Core Curriculum. It is designed to help students encounter and interact with the key concepts, principles, and skills in a variety of settings, times, and circumstances. The Curriculum of Connections is designed to help students think about and apply key concepts, principles, and skills: • in a range of instances throughout the discipline • across the discipline • across time and time periods • across locations • across time and locations • through varied perspectives • as impacted by various conditions (social, economic, technological, political, etc.) • through the eyes of various people who affected the ideas • by examining links between concepts and developments of the disciplines	The curriculum is derived from and extends the Core Curriculum. Its purpose is to help students function with increasing skill and confidence as professionals in a discipline would function. It exists for the purpose of promoting expertise as a practitioner of the discipline. The Curriculum of Practice asks students to: • understand the nature of the discipline in a real world application manner • define and assume a role as a means of studying the disciplines • understanding the impact of this discipline and other disciplines and other disciplines on discipline • become a disciplinary problem solver rather than being a problem solver using the subject matter of the discipline • understand and use the discipline as a means of looking and making sense of the world • develop a means of escaping the rut of certainty about	This curriculum is derived from and extends the Core Curriculum. It is designed to help students see themselves both now and with possibilities for the future; understand the discipline more fully by connecting it with their lives and experiences; increase awareness of their preferences, strengths interests, and need for growth; and think about themselves as stewards of the discipline who may contribute to it and/or through it. The Curriculum of Identity uses curriculum as a catalyst for self-definition and self-understanding, with the belief that by looking outward to the discipline, students can find a means of looking inward. The Curriculum of Identity will ask students to: • reflect on their skills and interests as they relate to the discipline • understand ways in which their interests might be useful to the discipline and ways in which the

		knowledge • comprehend the daily lives of workers and professionals in the discipline: working conditions, hierarchical structures, fiscal aspects of the work, peer of collegial dynamics • define and understand the implications of internal and external politics that impact the discipline • value and engage in the intellectual struggle of the discipline • function as a producer in the discipline • function as a scholar in the discipline	discipline might serve as a means for helping them develop their skills and interests • develop awareness of their modes of working as they relate to the modes of operation characteristic of the discipline • think about the impact of the discipline on the lives of others in the wider world • take intellectual samplings of the discipline for the purpose of experiencing self in relation to the discipline • examine the ethics and philosophy characteristic of the discipline and their implications • project themselves into the discipline • develop self in context of the discipline and through interaction with the subject matter • develop a sense of both pride and humility related to both the self and the discipline
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