

The Core: A Problems Approach to the Curriculum

RENEWED interest in curriculum organization which uses problems common to young people, is revealed by the number of teaching guides and separate resource units for the core curriculum being produced by school systems throughout the country.

These guides and units frequently are called by such names as "Social Living," "Common Learnings," "Basic Living," and "General Education." The learning experiences provided in these publications are usually organized around problems common to young people without reference to any one subject. Many instructional materials are listed to help in solving the problems. Cooperative planning and evaluation are emphasized for the "block" of time in which the core is scheduled.

Examples of publications for this type of curricular organization follow:

► The University Schools, The Ohio State University. *A Description of Curricular Experiences, The Upper School. Grades Seven Through Twelve.* Revised Edition. Columbus, Ohio, 1952, 122 p. (mimeographed).

An integral part of the secondary program of this university laboratory school is the program of general education which consists of common learnings required of all students. A list of problem areas, selected in terms of student interests and needs, suggests learning unit topics which may be used at the secondary school level. For example, problems related to growing up, problems related to living with others, and problems of living in and under-

standing society are illustrative of the areas for grades seven, eight and nine. Elective subjects are also described.

► Springfield Public Schools. *Guide Lines.* A Handbook for Teachers of General Education. Springfield, Missouri, 1952, 37 p. (mimeographed).

Suggestions which should help teachers use the pupil-teacher planning method to organize and carry on units of study based on pupil problems are included in this handbook.

► Dade County Schools. *Tentative Guide for Basic Education in Dade County Junior High School.* Bulletin No. 10, Miami, Florida. 1952, 53 p. (mimeographed).

Basic education as set forth in this guide includes "that part of the junior high school curriculum which is taught by one teacher in a block of time." Two or more basic subjects such as language arts, social studies, science, everyday living and mathematics are included in this larger time period. Teachers' questions and answers concerning the basic education program now in action are discussed.

► Arlington County Schools. *Tentative Resource Units.* General Education. Arlington, Virginia.

Living in Our Communities, Grade 7, 1951.

The Development of Democracy in America, Grade 8, 1951.

A Survey of World Culture, Grade 9, 1951.

Problems related to each of the above

themes in the social studies and language arts areas provide the content for this guide in general education at the junior high school level.

► Eugene Public Schools. *Handbook for 10th Grade Social Living*. Eugene, Oregon. 1951 (mimeographed).

The social studies, language arts and other related learnings are included in this single course guide which emphasizes the development of each pupil. Some of the illustrative resource unit titles are: Personal Adjustment, Civilization of the Eastern Mediterranean, and Driving an Automobile.

► San Bernardino Public Schools. *Social Living Course of Study*. 7th, 8th, 9th Grades. San Bernardino, California, 1952 (mimeographed).

This publication outlines the program designed for the three grades of the junior high school level. The social studies and the language arts comprise the general content with suggested correlations in such fields as music included in illustrative units. Three class hours daily are allotted to social living at the seventh grade level and two class hours are allotted for this course at each of the other grade levels.

► Worcester County Schools. *Resource Units for Junior High School*. Snow Hill, Maryland.

Our Natural Environment. Grade 7, 1952, 76 p. (mimeographed).

Leisure Time. Grade 7, 1952, 37 p. (mimeographed).

Understanding Myself. Grade 8, 1952, 49 p. (mimeographed).

Conservation. Grade 8, 1952, 36 p. (mimeographed).

Getting Along With Others. Grade 9, 1952, 61 p. (mimeographed).

Acquiring Goods and Services. Grade 9, 1952, 48 p. (mimeographed).

The above resource units are illustrative of the eighteen prepared for grades seven, eight and nine during a Worcester County workshop in 1952. As the titles above indicate, these units are based on life problems common to youth.

► Grosse Pointe Public Schools. *Teachers' Guide to Core Curriculum Planning in the Elementary School*. Grosse Pointe, Michigan. Revised, 1950, 54 p. (mimeographed).

The core curriculum as described in this guide is "primarily a fusion of curriculum areas seeking through the integration of experiences to facilitate the educational growth of Grosse Pointe boys and girls."

The center of the core is the social studies. One half of the school day is devoted to the core program under the guidance of the homeroom teacher who remains with the children for a two-year period.

► Grosse Pointe Public Schools. Grosse Pointe, Michigan.

Units of Work in the Core Curriculum Program. Grade V, 1951 edition.

Units of Work in the Core Curriculum Program. Grade VI, 1951 edition.

The two publications above are illustrative of those to be used in connection with the aforementioned *Teachers' Guide to Core Curriculum Planning in the Elementary School*. The scope of the fifth grade publication includes the "development of specific American communities or regions" while that of the sixth grade includes "direction to some of the evidence of social growth and thoughtfulness the world over."

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