Curriculum map - critical contexts
Grant, Roderick

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The diagram below illustrates the philosophical and pedagogical frameworks of a design education program, focusing on the interplay between theory and practice. It outlines the core principles of three primary areas: Pragmatism, Semantics, and Syntactics, each with its own methodologies and objectives.

**Pragmatism**
- Emphasizes the practical application of design, focusing on the purposes and effects of design actions.
- Involves investigating the relationship between design processes and the outcomes they produce.

**Semantics**
- Concentrates on the meaning and intent behind design decisions, exploring the significance of design elements and how they contribute to the overall communicative power of a design.
- Involves analyzing the content and form in which design meanings are constructed and conveyed.

**Syntactics**
- Deals with the structural and syntactical aspects of design, examining how elements are organized and how they interact to create meaning.
- Involves the study of how design components are arranged and how they contribute to the overall perception of a design.

**Pedagogy**
- Aims to bridge the gap between theory and practice, encouraging students to reflect on their own design processes and outcomes.
- Involves critical thinking and reflection on the design process, fostering a deeper understanding of design principles.

**Philosophy**
- Provides a foundational understanding of design concepts and theories.
- Involves exploring the philosophical underpinnings of design, including the nature of design and its role in society.

**Curriculum**
- Structured to support the integration of theoretical knowledge with practical skills.
- Involves a comprehensive approach to design education, encompassing a range of methodologies and tools.

**Context**
- Macro and micro contexts are considered, with a focus on understanding the broader implications of design decisions.
- Involves analyzing the environmental and contextual factors that influence design outcomes.

**Sources**
- Drawing from a diverse range of sources, including literature, art, and practical experience.
- Involves the incorporation of diverse perspectives and practices to enrich the design process.

**Purpose**
- To equip students with the skills and knowledge necessary to excel in design professions.
- Involves defining clear objectives for the design process and outcomes.

**Practice**
- Involves hands-on experiences and application of theoretical knowledge.
- Involves the development of practical skills through collaborative and individual projects.

**Content**
- Includes a range of design-related materials and resources.
- Involves selecting appropriate tools and methods to support the design process.

**Materials**
- Focuses on the use of materials and processes in design.
- Involves the exploration of materials and their role in shaping design outcomes.

**Decision**
- Involves critical evaluation and decision-making processes in design.
- Involves the development of strategies for effective decision-making.

**Knowledge**
- Involves the acquisition and application of design-related knowledge.
- Involves the development of expertise through research and study.

**Activity**
- Involves the dynamic nature of design processes.
- Involves the continuous refinement of design ideas and outcomes.

**Studio**
- Involves the collaborative and creative environment of a studio setting.
- Involves the development of team-based problem-solving skills.

**Process**
- Involves the step-by-step approach to design.
- Involves the systematic development of design ideas.

**Iteration**
- Involves the refinement and evolution of design ideas.
- Involves the development of creative solutions through repeated cycles of exploration and modification.

**CRITIQUE**
- Involves the critical evaluation of design outcomes.
- Involves the development of analytical skills for assessing design effectiveness.

**REVIEW**
- Involves the comprehensive assessment of design progress.
- Involves the development of self-assessment and peer assessment skills.

**Portfolio**
- Involves the compilation and presentation of design work.
- Involves the development of professional presentation skills.

**Documentation**
- Involves the recording and presentation of design processes and outcomes.
- Involves the development of skills for effectively communicating design processes and outcomes.

**Presentation**
- Involves the delivery of design ideas and outcomes.
- Involves the development of communication skills for effective presentation.

**Internship**
- Involves the application of design skills in a real-world context.
- Involves the development of professional experience and skills.

**Language**
- Involves the use of language in design.
- Involves the development of skills for effective communication through language.

**Signification**
- Involves the interpretation of design meanings.
- Involves the development of skills for effective interpretation.

**Inscription**
- Involves the recording and presentation of design meanings.
- Involves the development of skills for effective documentation.

**PROJECTIONS**
- Involves the future considerations in design.
- Involves the development of skills for effective planning and forecasting.

**Dictionary**
- Provides definitions for key design terms.
- Involves the development of a comprehensive vocabulary for design.

**Process Book**
- Involves the compilation of design processes.
- Involves the development of skills for effective process documentation.
Organized Teacher. Curriculum Mapping with Excel: A Video Tutorial. Curriculum maps give your pacing for the year ensuring standards mastery. This post walks through curriculum mapping with a video tutorial on using Excel. Lesson Plan Organization. Classroom Organisation. Teaching Reading. Differentiation Strategies. Critical Thinking Activities. Instructional Technology. Instructional Design. Curriculum mapping is the process of matching learning outcomes with elements of the curriculum to create an alignment between goals and learning opportunities. May be done at the institutional, program, or course level. For the purposes of assessing program learning outcomes, curriculum mapping visually represents key elements of a program and how they contribute to student learning. Why do it? Apply critical thinking to inform and communicate professional judgments. Diversity in Practice. Respond to contexts that shape practice. Engage Assess Intervene Evaluate. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. These curriculum maps are designed to address Common Core State Standards (CCSS) Mathematics and Literacy outcomes. The overarching focus for all curriculum maps is building students’ content knowledge focusing on their math practice abilities and literacy skills. 5. Use appropriate tools strategically. SAUSD Curriculum Map 2015-2016: Algebra 1. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Mathematically proficient students consider the available tools when solving a mathematical problem. Key words- Critical analysis, Primary School Curriculum. Introduction. School education is an important aspect in the development of an individual and the nation. Walker Stacy. Encouraging the disposition to think Critically. Athletic Therapy Today (March, 2005). Retrieved from https://www.academia.edu/1561751/Promoting_critical_thinking_in_the_classroom on March 6, 2015. Improving English Oral Communication Skills of Pakistani Public School's Students. Published by European Centre for Research Training and Development.