top-down or bottom-up?

- Discussion outline for curriculum structures

  1. Don teaches calculus to seniors in his high school. He makes a point of using the same text and syllabus as his local university. Don has noticed a number of common errors his students make, and he has made a mathematics curriculum guide for grades 6 through 11 that he thinks will reduce his students' misconceptions.

  2. A local elementary school has an unusually high number of new immigrant students. A local university professor has devised a new elementary mathematics curriculum based on food, clothing, music and other cultural features.

  3. Returning from a year of international mathematics travel and study, a district consultant has suggested a curriculum based on "essential mathematics for a global economy" [EMFAGE].

  4. Create a case similar to the above. Present to the class to see if they consider your case "top-down" or "bottom-up."

  5. As an alternative to the "top-down/bottom-up" metaphor, create a new term for describing a curriculum, and present a case (hypothetical or real) that you think fits this new curricular term.