Many changes have taken place in the curriculum these past few years, changes that stimulated adjustments on the nature, methods, and goals of education. The curriculum was organized merely to provide maximum assimilation and accumulation of information data and the measure of achievement was the quantity of information data retained by the students.

The integration of subject contents and activities to answer the question creditably is what constitutes curriculum planning. Any kind of planning is a discerning anticipation of the future and the provision of tentative solutions to expected problems. When the teacher prepares her instruction plan, she exercises the conclusion “to bring the situation of the future into the present and to make conditional decisions about some common difficulties of teachers and learners.” Thus, to achieved 100% mastery of the lesson teacher should follow the Specific, Measurable, Attainable, Result-Oriented and Time bounded (SMAR)T acronym.

What the teacher incorporates in her plan of instruction are activities that will be the “learning experiences” of the students. The teacher’s plan is, of course, not limited to the lesson of the day but includes projected activities for the week or several weeks.

The teacher’s plan of instruction is not drawn out of the blue but derived from accepted theories and postulates in education and patterned after popular principles of learning and techniques of teaching.

When the teacher considers the subject contents to be taught for the day or for months, she chooses subject matters to be emphasized and parts to be just skimmed over.
In her choice of activities to engage in to make the treatment of the subject matter a vicarious experience of the students, she allocates how much time and effort to devote to what she assesses the resources available for her use as she also chooses devices with which to measure and evaluate the effectiveness of her plan towards the attainment of the pre-determined objectives.

It is the teacher who puts her curriculum or instruction plan into action. As the implementor of the program of instruction, she is not only the dispenser of knowledge but also the facilitator of learning. As the dispenser of knowledge, she makes a study of the intellectual and psychological capabilities of her students and decides what schemes to apply to achieve her objectives.

When the teacher writes out the working plan for the purpose of achieving well defined objectives that will contribute to the attainment of educational goals, she is actually engaged in curriculum planning.

References:

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