

ACHIEVING A COHERENT CURRICULUM IN SECOND GRADE:
SCIENCE AS THE ORGANIZER

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ABSTRACT

The purpose of this study was to examine how a team of teachers used science as a means for designing and implementing a coherent curriculum.

Using a phenomenological research framework and a case study method, I generated four assertions: 1) the teachers viewed science as a tool to motivate students and used an inquiry-based approach to teach science; 2) they described inquiry as a process of thinking organized around questions, and shifted their instruction between guided and open inquiry approaches; 3) they taught all subjects using an inquiry-based approach, emphasized the process skills associated with doing scientific inquiry, and used the language of the process skills throughout their instruction; 4) the success of their collaboration relied on members' unique contributions and commitment to professional development.

This study demonstrates how an inquiry-based science curriculum can provide educators with an effective model for designing and implementing a coherent curriculum.