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متون زبان انگلیسی در برنامه ریزی آموزشی
(رشته علوم تربیتی)

تالیف: نیره سینائی

تهیه و تنظیم: ابراهیم منجمی
عضو هیات علمی دانشگاه پیام نور مشهد

● راهنمای مطالعه کتاب:

- هدف کلی از تدوین این کتاب این است که دانشجویان رشته برنامه ریزی و مدیریت آموزشی توانایی درک متون علمی در این زمینه را به دست آورده و بتوانند نمونه هایی از این متون را در آینده با مهارت بیشتری مطالعه نمایند . بدین منظور در این کتاب ۹ درس در نظر گرفته شده است که هر درس شامل بخشهای زیر می باشد :



1

Definition of Curriculum

- **General Aim**

هدف کلی درس

In this lesson you will become familiar with different concepts of curriculum

- در این درس شما با مفاهیم مختلف برنامه ریزی درسی آشنا می شوید .

(lesson 1) To be continued...

- Behavioral Objectives

- هدفهای رفتاری

- After carefully reading this lesson you will be able to :

- پس از مطالعه دقیق این درس شما می توانید :

(lesson 1) To be continued...

- 1- Define the meaning of the following words and do exercise 1 .

• معنی هر یک از واژه های زیر را یاد گرفته و تمرین شماره ۱ را انجام دهید.

- Interchange , interchangeably , assign , supervision , implicit , comprise , precision , stake , facilitate , cumulative , reutilize , effective , program , resource , audience , environment .

(lesson 1) To be continued...

2. Carefully read the text and answer the comprehension exercises (true , false)

۲. متن درس را با دقت بخوانید و به سئوالات درک مطلب که به صورت صحیح یا غلط (true , false) مطرح شده است پاسخ گوئید.

(lesson 1) To be continued...

3. After reading the passage carefully answer multiple _ choice questions .

• بعد از مطالعه دقیق بخش reading به سئوالات چند گزینه ای با دقت پاسخ گوئید .

4. Translate one paragraph into Persian

• یک پاراگراف را به فارسی ترجمه کنید.

(lesson 1) To be continued...

- Concepts , common words and key words
Definitions one Exemplifications

1. interchange (v)

مبادله

Giving and talking

The two girls interchanged the hats .

(lesson 1) To be continued...

2. interchangeably (adv)

بصورت مبادله ای

In an interchangeable manner

We use words interchangeably for our purpose .

3. assign (v)

محول کردن- مکلف ساختن

Give as a share , point to a post or duty

The teacher assigns ten problems for today.

(lesson 1) To be continued...

4. supervision (n)

سرپرستی

Management , direction , oversight

The house was built under the careful supervision of an architect .

5. implicit (adj)

نا آشکار – ضمنی

Meant , but not clearly expressed

He gave us implicit consent to talk the apple .

(lesson 1) To be continued...

6. implicit (adj)

بی قید و شرط – مطلق

Absolute , without doubting

He had implicit confidence in his friend .

7. comprise (v)

شامل بودن – دربرداشتن

Be made up of , consist of

This book comprises 260 pages

(lesson 1) To be continued...

8. precision (n)

دقت

Being exact , accuracy
the precision of a machine .

9. stake (n)

علاقه - سهم

Interest , share in a property
Each of us has a stake in the future of our
country .

(lesson 1) To be continued...

10 . facilitate (v)

آسان کردن

make easy , lessen the labor of

A good vacuum cleaner facilitates house work .

11.cumulative (adj)

انباشته

Increasing or growing by addition

The cumulative effect of many illnesses made him a Weak man .

(lesson 1) To be continued...

12 . reutilize (v)

بر روال خاصی انداختن

Habitual doing of the same things in the same way

Planners try to reutilizes the education.

13 . cognitive (adj)

شناختي

Perceptive Goals related to cognitive development of students deal

With cognition and knowledge.

(lesson 1) To be continued...

14 .effective (adj)

اثر بخش

Able to produce an effective rules .

She knows how to make effective rules

15. Program (n)

روش کار – برنامه

List of items or events , Plan of what is to

be done The teacher has Planned some

Programs for meeting Parents

(lesson 1) To be continued...

16. resource (n)

وسيله - منبع

The actual and Potential wealth of a country ,
any supply that will
meet a need .

Books can be viewed as a resource for
teaching .

17. audience (n)

شنوندگان - پيام گيران

People gathered in a place to hear or see
The audience at the theater enjoyed the play .

(lesson 1) To be continued...

18.environment (n)

محيط

All the surrounding things , conditions and influences Affecting the growth of livings

A child, s character is greatly influenced by his home Environment.

(lesson 1) To be continued...

- The meaning and definition of the term "curriculum" are obvious. To some, it is a synonym for written course of study or a content outline of a specific subject such as arithmetic.

(lesson 1) To be continued...

- To different people curriculum is what is taught, how it is taught, materials for teachers, materials for pupils, youngsters, school experiences in school and out and a combination of preceding items.



2

Curriculum Planning

- **General Aims**

In this lesson you will :

- 1 . learn different aspects of curriculum planning .
- 2 . understand the importance of identifying goals and objectives in curriculum planning .

understand that identifying goals and objectives is the basis for selecting curriculum design, choosing an instructional model for teaching and evaluating the curriculum .

(lesson 2) To be continued...

هدفهای کلی

در این درس شما:

- ۱- جنبه های مختلف برنامه ریزی درسی را یاد می گیرید.
- ۲- اهمیت تعیین هدفهای کلی و رفتاری را در برنامه ریزی درسی می فهمید.
- ۳- می فهمید که تعیین هدفهای کلی و رفتاری پایه ای برای انتخاب طراحی برنامه ریزی ، مدل آموزشی برای آموزش و ارزشیابی برنامه درسی است .

(lesson 2) To be continued...

- **Behavioral Objectives**

After carefully reading this lesson , you will be able to :

- پس از مطالعه دقیق این درس شما قادر خواهید بود که:

1. Define the meaning of the following concepts , common words , and keywords.

۱- معنی هر یک از مفاهیم ، واژه های عام و واژه های مهم را ذکر کنید و تمرین شماره ۱ را انجام دهید.

(lesson 2) To be continued...

- Opportunity , anticipate , involve , domain , diverse , syllabi , study , influential , document , assure , competence , evaluate , estimate , sheaf , category , dislike , inevitable , timeliness , appreciation , auspices , alter .

(lesson 2) To be continued...

2. Carefully read the reading part and answer the Comprehension exercises (true , false).

۲- متن درس را با دقت بخوانید و به سؤالات درک مطلب که به صورت صحیح یا غلط (true , false) مطرح شده است پاسخ گوئید .

3 . After reading the passage carefully answer the multiple choice questions.

۳- بعد از خواندن متن درس با دقت به سؤوالهای چند گزینه ای پاسخ گوئید.

(lesson 2) To be continued...

4. Translate a part of the passage into Persian .

۴- بخشی از متن درس را به فارسی ترجمه کنید.

(lesson 2) To be continued...

Concepts , common words , and key words Definitions and Exemplifications

1.opportunity (n) فرصت _ مجال
a good chance , favorable time
I have had no opportunity to give him your message .

2. anticipate (v)
Look forward to ; expect انتظار داشتن - پیش بینی کردن
We are anticipate a good time at your party .

(lesson 2) To be continued...

3. involve (v) درگیر شدن - وارد کردن - گرفتار کردن
Have as a necessary part condition or Result
Housework involves cooking , washing dishes ,
sweeping And cleaning

4. domain (n) حوز - قلمرو
field of thought or action
The domain of science , the domain of religion

(lesson 2) To be continued...

5. diverse (adj)

مختلف – گوناگون

not alike , different , varied

Many diverse opinions were expressed at the meeting.

6. syllabi (n)

رئوس مطالب

a brief statement of the main point of a speech , a book , a course of study

(lesson 2) To be continued...

7. influential (adj)

دارای نفوذ و قدرت

Having much influence

Influential friends helped her get a good job .

8. document :

سند – مدرک

Something written or printed that gives information or proof of some fact , any object used as evidence

Maps and pictures are documents .

(lesson 2) To be continued...

9. assure (v)

اطمینان دادن

1. tell positively

The captain of ship assured the passengers that there was no danger .

make sure or certain

she assured herself that the bridge was safe before she crossed it.

(lesson 2) To be continued...

10. competence (n)

توانائی۔ کفایت۔ صلاحیت

Being competent, ability

No one doubted the guides competence

.

(lesson 2) To be continued...

11. implement (V)

اجرا کردن – انجام دادن

Carry out, get done

Do not undertake a project unless you can implement it .

12. evaluate (V)

قیمت کردن – ارزیابی کردن

1. find out the value or the amount

An expert will evaluate the old furniture .

2 .estimate the worth or importance of

She evaluates all kinds of problem solving models.

(lesson 2) To be continued...

13 . sheaf (n)

دسته یا بافه گندم- دسته

Bundle of things of the same sort :
a sheaf of wheat , a sheaf of arrows

14 . category :

زمره _ دسته

Group or general division in classification ;
class

She places all people into two categories :
those she likes and those she dislikes .

(lesson 2) To be continued...

15. inevitably (adj)

ناچاراً

In an inevitable manner

16 . inevitable :

اجتناب ناپذیر

Not to be avoided, sure to happen

Death is inevitable .

(lesson 2) To be continued...

17. timely (adj)

به هنگام- به موقع

At the right time

The timely arrival of the firemen prevented the fire from destroying the building .

18. timeliness (n)

به موقع

Condition of being timely

(lesson 2) To be continued...

19. appreciation : درک قدر یا بهای چیزی - قدردانی
valuing highly
She has no appreciation of modern art .

20. auspices (n) حمایت
Helpful influence, approval or support
The school fair was held under the auspices
of the parents Association .

(lesson 2) To be continued...

21.alter (V)

اصلاح کردن- تغییر دادن

Make different , change , vary

If this coat is too large a tailor can alter it to fit you .

(lesson 2) To be continued...

- CHOOSE THE BEST ANSWER FOR EACH BLANK USING THE INFORMATION GIVEN IN THE PASSAGE

1. according to paragraph (7) : curriculum should be viewed as a product . It should also be viewed as a

a. plan

c. schedule

b. process

d. program

(lesson 2) To be continued...

2. In the sentence : curriculum plans tend to be more global, the word global means

a. ball

b. globe

c. world – wide

d. specific

(lesson 2) To be continued...

3. In paragraph 5 the author believes that the first step in planning and developing a curriculum plan is consideration of the Within society of the persons to be educated .

a. progressing

c. valuing

b. functioning

d. growing

(lesson 2) To be continued...

4 .These agreements are rarely written down in their entirety and certainly not a single document . The word their stands for

a. document

c. writers

b. planners

d. agreements

(lesson 2) To be continued...

5. In paragraph 6 goals and objectives in curriculum Planning can be organized into

a. two domains
c. five domains

b. four domains
d. three domains

(lesson 2) To be continued...

6. In the last line the word " attitudes "means:
- a. way of thinking , acting or feeling
 - b. way of choosing , thinking and acting
 - c. way of thinking ,organizing and evaluating
 - d. way of dealing with problems and solving the problems

(lesson 2) To be continued...

7 . Definition of curriculum in the last paragraph includes bothand aspects of schooling.

- a. formal – natural
- b. teaching – learning
- c. formal – informal
- d. formal – normal

(lesson 2) To be continued...

8 . The curriculum is in part a way of working with what has Been set out to be done .

a. method

b. process

c. procedure

d. schedule

(lesson 2) To be continued...

- If we define curriculum as a plan for providing sets of learning opportunities for people it dictates that the curriculum should anticipate the provision of learning opportunities for a particular set of objectives and a particular population; that is, the curriculum is not just any plan.

(lesson 2) To be continued...

- It is a total plan for the program of a particular educational setting.
- Generally particular plans for individual aspects of the total curriculum plan are written in such diverse forms or programs of studies, lists of activities schedules, policy statements and handbooks, courses of study, syllabi, units of work, and learning activity packages.



3

Goals and objectives

- **General Aim**

The general aim of this lesson is to help students understand the goals and objectives of the curriculum.

- **هدف کلی درس**

این درس به شما کمک می کند تا هدفهای کلی و هدفهای رفتاری در برنامه ریزی را درک کنید

(lesson 3) To be continued...

behavioral Objectives

هدفهای رفتاری

After carefully reading this lesson you will be to :

پس از مطالعه دقیق این درس شما قادر خواهید بود که:

(lesson 3) To be continued...

1 . Define the meaning of concepts , common words and key Words below and do exercise 1

۱. معنی مفاهیم ، واژه های عام و واژه های کلیدی زیر را بیان کنید و تمرین ۱ را انجام دهید.

Scope, embody , mode ,interact , constitute ,
interpreter ,interpret ,arbitrate , arbitrator ,
congruent , crucial , trail , designate , inclusive ,
generically , participation , sub goals , overt .

(lesson 3) To be continued...

- 2. Carefully read the text and answer the comprehension exercises (true , false)
• ۲. متن درس را با دقت بخوانید و به سئوالات درک مطلب که به صورت صحیح یا غلط (true , false) مطرح شده است پاسخ گوئید .
- 3. After reading the passage carefully answer the multiple choice questions.
• بعد از مطالعه دقیق بخش reading به سئوالات چند گزینه ای زیر پاسخ دهید

(lesson 3) To be continued...

- 4. Translate one paragraph into Persian.

• ۴. یک پاراگراف را به فارسی ترجمه کنید .

(lesson 3) To be continued...

- **Concepts , common words and key words**
Definitions an exemplifications

1.scope : (n)

حیطه- گستره

1.distance the mind can reach ; extent of view

دید میدان- منظور

Very hard words are not within the scope of a child's Understanding .

2. The area over which any activity extends this subject Is not within the scope of our investigation .

(lesson 3) To be continued...

2. embody : (V)

متضمن بودن - در برداشتن

1. bring together in a single book ,include
The boy scouts, Handbook for Boys embodies the information that a boy needs in order to become a good scout.
2. put into a form that can be seen, express in definite form :

نمایانگر - بیانگر

A building embodies the idea if an architect.

(lesson 3) To be continued...

3. mode : (n)

رسم - سبک

Style, fashion or custom that prevails,
the way most people Are behaving,
talking, dressing

He was acting like the mode of
gentlemen .

4. interact : (V)

متقابلاً اثر کردن

Act on each other

The players interact in a play .

(lesson 3) To be continued...

5. constitute : (V)

تشکیل دادن

1. make up, from

Seven days constitute a week.

2. Set up ; establish

تاسیس کردن

Schools are constituted by law to teach boys and girls .

(lesson 3) To be continued...

6. interpreter : (n)

مفسر – مترجم

1. person who interprets
2. person whose business is translating especially orally from a Foreign language

He is an in interpreter of English in our class.

(lesson 3) To be continued...

7 . interpret : (v) ترجمه کردن - تفسیر کردن

Explain the meaning of

The teacher will interpret the words .

8 . arbitrate : (v) فتوی دادن - حکمیت

1. give a decision in a dispute

The teacher arbitrated between the two boys in their quarrel.

(lesson 3) To be continued...

9 . arbitrator : (n)

داور – میانجی

1. Person chosen to decide or settle a dispute
 2. person with full power to judge or decide
- Teacher is the arbitrator in the implementation of the purpose of The school.

10 . congruence : (n)

موافقت

Being congruent :

(lesson 3) To be continued...

11. congruent (adj)

موافق

In harmony , appropriate

Teachers had congruent ideas for evaluating students.

12. crucial (adj)

قاطع- بسیار سخت

Very important or decisive , critical

This is a crucial game , for it will decide the championship

13 . trait (n)

خصصیصه – ویژگی

quality of mind , character

Courage and commonsense are desirable traits.

(lesson 3) To be continued...

14. designate : (v)

معین کردن

1. mark out, point out

Red lines designate main roads on this map .

2.name :

نامیده شدن ، خوانده شدن

The ruler of kingdom is designated king .

15. inclusive : (adj)

جامع ، در برگیرنده

Including much , including every thing concerned

Make an inclusive list of your expenses .

(lesson 3) To be continued...

16. generically : (adv)

عموماً ، كلاً

not specifically or specially
substances are generically divided into three
categories .

17. participation : (n)

مشاركة

Participating , taking part
Students participation in learning activities is
important .

(lesson 3) To be continued...

18. Sub goals : (n)

هدفهای جزئی

A division of goals

Main goals can be divided into subgoals .

19. overt : (adj.)

آشکار

Openly or publicly ; not hidden

Hitting some one is an over act .

(lesson 3) To be continued...

- Part of the process of goal definition is the identification of broad domains of the curriculum as the basis for designing the educational program, further defining sub goals, stating instructional objectives selecting curriculum content and planning appropriate instructional modes.

(lesson 3) To be continued...

- Students have some purposes when they engage in learning opportunities. The degree of congruence that exists among the purposes of three parties in the educational process (the educational institution, the teachers and the students) is a crucial matter.



4

Data for Curriculum Planning

- **General Aim**

The general aim of this lesson is to help students to understand how and where to get information for curriculum planning .

- **هدف کلی:**

هدف کلی این درس این است که به دانشجویان کمک کند تا بدانند چگونه و کجا می توانند اطلاعات راجع به برنامه ریزی درسی را به دست آورند.

(lesson 4) To be continued...

- Behavioral Objectives

هدفهای رفتاری

- After carefully reading this lesson you will be able to :

بعد از مطالعه دقیق این درس شما قادر خواهید بود که:

(lesson 4) To be continued...

1. Define the concepts , common words and key words below and do Exercise 1.

معنی مفاهیم ، واژه های عام و واژه های مهم زیر را بیان کنید و تمرین ۱ را انجام دهید.

- Data, contribute , identifiable , identify , feasible , accumulate , emotional , peer group , religious , communication , responsibility , context , foster , consequence , qualified , through , grasp , discipline , approach

(lesson 4) To be continued...

2 .Carefully read the reading part and answer the comprehension Exercises (true/false statements)

۲. متن درس را با دقت بخوانید و به دقت به سئوالات درک مطلب که به صورت (true/false) مطرح شده است پاسخ گوئید..

(lesson 4) To be continued...

3 . After reading the passage carefully answer the multiple choice Questions.

۳ - بعد از مطالعه دقیق بخش reading . به سئوالات چند گزینه ای پاسخ دهید

4 . Translate one paragraph into Persian

۴ - یک پاراگراف را به فارسی ترجمه کنید .

(lesson 4) To be continued...

- **Concepts , common words , and Key words Definitions and Exemplifications**

1. data (n)

اطلاعات- دانسته ها

Facts from which conclusions can be drawn
information's : things Known or admitted
Names , ages , grades and other data about the
class are written in Teachers notebook.

(lesson 4) To be continued...

2. contribute (v)

اعانه دادن – شرکت کردن در – کمک کردن به – نقش داشتن
در کاری – مشارکت داشتن در

1. give money or help along with others

Will you contribute to the red Cross?

2 .write articles or stories for a newspaper or
magazine

(lesson 4) To be continued...

3. identifiable (adj)
That can be identified

قابل شناسایی

4. identify (v)
Recognize as being or show to be a particular person or thing
He identified the wallet as his by describing it.

تشخیص هویت دادن_شناختن

(lesson 4) To be continued...

5 . feasible (adj)

امکان پذیر شدنی

1. that can be done easily , possible without difficulty or damage

This plan seems most feasible than others.

2 .suitable convenient

The road was too rough to be feasible for travel by automobile

(lesson 4) To be continued...

6 . accumulate (v)

اندوختن – انباشتن

Collect little by little

Through the years he accumulated enough
money to buy a Farm

(lesson 4) To be continued...

7 . emotional (adj) هیجانی ، احساسی ، عاطفی ، احساساتی

1.of the emotions

His constant fears show that he is suffering from a serious Emotional disorder

2.easily excited

Emotional people are likely to cry if they hear sad music or Read sad stories .

(lesson 4) To be continued...

8 . peer group (n)

هم گروه

Person of the same group

The boy was so excited when he saw his peer group

9 . religious (adj.)

مذهبی

1.of religion , connected with religion (religious books)

2.much interested in religion.

He is very religious and goes to church everyday.

(lesson 4) To be continued...

10 . communication (n)

ارتباط

1 .a giving or exchanging information or news by speaking ,Writing etc .

Sign language is a means of communication.

2. information or news given ; letter ; message
Your communication came in time to change my plans.

(lesson 4) To be continued...

11 . responsibility (n)

مسئولیت

1. being responsible ; obligation

A little child does not feel much responsibility.

2. things for which one is responsible

Keeping my room clean is my responsibility.

(lesson 4) To be continued...

12 . **context** (n)

زمینه ، مفاد ، مفهوم ، بافت

The parts directly before and after a word or sentence that Influence its meaning

You can often tell the meaning of a word from its use in context.

13. **foster** (v) پرورش دادن ، بوجود آوردن ، برقرار کردن

Help the growth or development of , encourage

There should be a committee to foster better relations between

Races

(lesson 4) To be continued...

14 .consequence (n)

نتیجه ، پی آمد

A result or effect

The consequence of his fall was a broken leg.

15 .qualified (v) قابل قبول- دارای شرایط لازم- شایسته

Make fit or competent

She qualified her statement that dogs are loyal by adding "usually"

(lesson 4) To be continued...

16 . through (prep) از وسط – از میان

1 . from end to end of , from side to side,
March through a town , cut a tunnel
through a mountain

2 . thoroughly (adv)

He walked home in the rain and was wet
through

3 . going all the way without change (adj)
a through train from Tehran to Shiraz

(lesson 4) To be continued...

17 . grasp (v)

گیرآوردن - فهمیدن - به چنگ آوردن

1. seize and hold fast by closing the fingers around

I grasped the tree limb to keep from falling.

2. understanding (n)

He has a good grasp of mathematics .

(lesson 4) To be continued...

18 -discipline (n. -v)

تادیب کردن- تحت نظم و ترتیب درآوردن- انضباط

1. training, especially training of the mind or character
Years of discipline have made her an excellent scientist .

2. punish (v)

They have never disciplined their children unfairly

3. anything taught- branch of knowledge Or learning

شاخه ای از یادگیری و دانش

(lesson 4) To be continued...

19. Approach (v)

ره یافت- رویکرد- روش- نزدیک شدن

1. come near or nearer

Walk softly as you approach the baby's crib.

2. method of starting work on a task or problem (n)

She seems to have a good approach to the problem.

(lesson 4) To be continued...

- A society establishes social institutions to facilitate the education of its members; hence curriculum planning always takes place within a social structure and is designed to contribute in major ways to the education of an identifiable group of children, youth, or adults.

(lesson 4) To be continued...

- It follows logically that those who plan the curriculum must take into account certain basic factors within this broad structure of social function.

The background of the slide is a blue-tinted photograph of a vast ocean under a cloudy sky. The horizon line is visible in the middle of the frame, separating the dark blue water from the lighter blue sky with wispy clouds. The overall mood is serene and expansive.

5

Who Plans The Curriculum

- **General Aim**

The general aim of this lesson is to discuss specific roles of different people in the curriculum planning process.

- هدف کلی از این درس این است که درباره نقشهای خاص افراد مختلف در جریان برنامه ریزی آموزشی صحبت کند.

(lesson5) To be continued...

Behavioral Objectives

هدفهای رفتاری

After carefully reading this lesson you will be able to :

بعد از مطالعه دقیق این درس شما قادر خواهید بود که :

(lesson5) To be continued...

1. Define the meaning of concepts , common words and key words Below and do exercise 1.

۱- معنی مفاهیم ، واژه های عام ، واژه های مهم زیر را بیان کنید و تمرین ۱ را انجام دهید.

Deal . refer , cast , select , associate , resource , publisher , accredit , potential , elicit , drama , embrace , reject , maturity , support , counselor , project , reflect , expertise , expert , scheme

(lesson5) To be continued...

2 .Carefully read the reading part and answer the comprehension Exercises (true ,false statements)

۲- متن درس را با دقت بخوانید و به سئوالات درک مطلب که به صورت صحیح یا غلط (true, false) مطرح شده است پاسخ گوئید.

(lesson5) To be continued...

3. After reading the passage carefully answer the multiple choice Questions.

3. بعد از مطالعه بخش Reading به سئولات چند گزینه ای پاسخ دهید.

4 . Translate one paragraph into Persian.

۴- یک پاراگراف را به فارسی ترجمه کنید.

(lesson5) To be continued...

- **Concepts , common words and Key word Definitions and Exemplifications**

1 . deal (v) معامله کردن- سر و کار داشتن

Have to do : Arithmetic deals with numbers.

Carry on a business :buy and sell

A butcher deals with meat.

(lesson5) To be continued...

2 . refer (v)

بازگشت دادن – رجوع کردن به

Turn for information or help

A person refers to a dictionary to find the meaning of words.

3 . Cast (n)

هنرپیشگان

1. the actors in a play

The cast was listed on the programs

2. select (v)

معین کردن

Our teacher has cast my brother as a john in our school play.

(lesson5) To be continued...

4 . associate (v) همراه شدن - شریک شدن

Join as a companion , partner or friend

He is associated with his brother in business.

5 . resource (n) وسیله - منبع - مایه

Any supply that will meet a need

We have resources of money , of knowledge , of strength etc.

(lesson5) To be continued...

6 . publisher (n)

ناشر

Person or company whose business is to publish books ,
newspapers or magazines etc ...

7 . accredit (v)

به رسمیت شناختن - معتبر ساختن

1. recognize as coming up to an official standard
2. appoint or send as an ambassador, with official

به رسمیت شناختن

Letter of introduction

He was accredited to IRAN.

(lesson5) To be continued...

8 . potential (adj)

عامل بالفعل ، پتانسیل

Capable of coming into being or action

There is a potential danger of being bitten when playing with a Strange dog

9 . elicit (v)

استخراج کردن- بیرون کشیدن

Draw forth , bring out

The comedian s joke elicited laughter from the audience.

(lesson5) To be continued...

10 . drama (n)

تئاتر – درام – نمایش

1. a play such as one sees in a Theater ; story written to be
Acted out by actors on the stage
2. The art of writing or producing plays
He is studying drama.
- 3 . series of happenings in real life that seem like those of a Play The history of Africa is a great drama.

(lesson5) To be continued...

11 . embrace (v)

در آغوش گرفتن

1. accept : she eagerly embrace the offer of a tripe to Europe
2. hug : The mother embraced her baby.

(lesson5) To be continued...

12 . reject (v)

رد کردن – نپذیرفتن

1 . refuse to talk : she rejected our help .

2 . throw away as useless

Reject all apples with soft spots.

(lesson5) To be continued...

13. maturity (n)

بلوغ - کمال

1. full development , ripeness

He reached maturity at twenty years .

2 .condition of being completed or

read Our plans have reached maturity

(lesson5) To be continued...

14 . support (v)

نگهداری کردن - حمایت کردن

1 . keep from falling ; hold up

Walks support the roof .

2 . help or assistance (n)

کمک

He needs our financial support .

(lesson5) To be continued...

15 . counselor (n)

مشاور

a person who gives advice

The counselor of the school leads
teachers and students.

(lesson5) To be continued...

16 . project (n)

برنامه - طرح - پروژه - نقشه

1. a plan , scheme

Flying in a heavy machine was once
thought an impossible Project for people.

2. to plan (v)

نقشه کشیدن - طرح ریزی کردن

Project a tax decrease

(lesson5) To be continued...

17 . reflect (v)

بازتاب دادن – منعکس کردن

turn back or to throw back light , heat ,
sound etc....

The side walks reflect heat on a hot day .

18 . expertise (v)

اظهار نظر فنی کردن

expert knowledge and skill

(lesson5) To be continued...

19 . expert (n)

متخصص - کارشناس

person with special knowledge , skill or training

He is an expert in chemistry .

20 . scheme (n)

طرح - برنامه

program of action

He has a scheme for extracting salt from sea water .

(lesson5) To be continued...

- In this lesson we deal with specific roles of various people in the curriculum planning process. At this point, we will refer briefly to the various actors. A "cast of thousands" is involved in curriculum planning.

(lesson5) To be continued...

- The learners can be actively involved in planning their own curriculum. Indeed, we see them as having the lead in the drama of their engagement with the learning opportunities.



6

Selecting subject matter as a learning content

- **General Aim**

- هدف کلی درس

- The General aim of this lesson is to introduce different viewpoints in selecting subject matter as a learning content .

- هدف کلی این درس این است که دیدگاههای مختلف را در مورد انتخاب برنامه درسی به عنوان محتوای یادگیری معرفی نماییم.

(lesson6) To be continued...

- **Behavioral Objectives**

هدفهای رفتاری

- **After carefully studying this lesson you will be able to :**

- بعد از مطالعه دقیق این درس شما قادر خواهید بود که :

(lesson6) To be continued...

1 . Define the meaning of concepts , common words and keywords Below and do the exercise 1 .

• ۱- معنی مفاهیم ، واژه های عام ، واژه های مهم زیر را بیان کنید و تمرین ۱ را انجام دهید .

- Traditional , confine , clarify , incorporate , handicraft , relationship , accordingly , approximate , substance , category , consider , interview , commonly , liberalizing , taxonomy , intellectual , affective , intellectually , psychomotor .

(lesson6) To be continued...

2. Carefully read the reading part and answer the comprehension Exercises (true / false)

- متن درس را با دقت بخوانید و به سئوالات درک مطلب که به صورت صحیح یا غلط (true / false) مطرح شده است پاسخ گوئید

(lesson6) To be continued...

3 . After reading the passage carefully
answer the multiple choice Questions .

۳ . به سوالات چند گزینه ای پاسخ دهید .

4 . Translate one paragraph into Persian .

۴ . یک پاراگراف را به فارسی ترجمه کنید.

(lesson6) To be continued...

Concepts , common words and Key words Definitions and Exemplifications

1 . traditional (adj)

سنتی

Giving presents to a bride is a
traditional custom

(lesson6) To be continued...

2. confine (v) منحصر کردن – محدود کردن

1. keep within limits , restrict

she confined her reading to biographies .

2 .keep in , shut in محبوس کردن

For two years he was confined in
prison .

(lesson6) To be continued...

3 . clarify (v) واضح کردن- توضیح دادن

Make clearer , explain

The teacher s explanation clarified the difficult instructions.

4 . incorporate (v)

ملحوظ کردن- جا دادن- یکی کردن- به هم پیوستن

Join or combine something with something else

We will incorporate your suggestion in this new plan .

(lesson6) To be continued...

5 . handicraft (n)

هنرمند- هنر دستی

skill with the hands

Weaving basket's from straw is a handicraft .

6 . relationship (n)

نسبت - ارتباط- وابستگی

1. connection : what is the relationship of
cloud to rain .

2. condition of belonging to the same family

(lesson6) To be continued...

7 . accordingly (adv)

از این رو – بنابراین

therefore , for this reason

I was told to speak briefly ; accordingly

I cut short my talk .

8 . approximate (v)

نزدیک آمدن

to come near , to approach

They do not approximate in style .

(lesson6) To be continued...

10 . process (n) فرآیند- مراحل مختلف چیزی- جریان عمل
set of actions or changes in special order
By what process is cloth made from wool ?

11 . category (n) طبقه- دسته
group or general division in classification ; class
She places all people into two categories : those she likes and Those she dislikes .

(lesson6) To be continued...

12 . **consider** (v)

مورد توجه قرار دادن- تفکر کردن به- رسیدگی کردن به

Think about in order to decide

Before you say the answer take time to consider the problem

13 . **interview** (n)

مصاحبه

a meeting generally of persons face to face , to talk over Something special

My parents had an interview with teacher about my work .

(lesson6) To be continued...

14 . commonly (adv)

بطور عادی

Usually , generally

Arithmetic is commonly thought in elementary schools .

15 . liberalizing (v)

رفع ممانعت کردن- آزاد کردن

make or become liberal

Some educators are liberalizing schools .

(lesson6) To be continued...

16 . taxonomy (taxonomies) (n)

طبقه بندی

1.classification,especially of plant and animal species

علم رده بندی

2. branch of science dealing with classification
Scientists have performed taxonomies of scientific Objectives.

(lesson6) To be continued...

17 . intellectual (adj.) ذہنی۔ فکری

needing or using intelligence

Teaching is an intellectual occupation

18 . intellectually (adv.) ذہنی (قید)

an intellectual way

Children grow physically and intellectually.

(lesson6) To be continued...

19 . affective (adj) موثر- انفعالی- عاطفی
pertaining to affection , emotional
Affective objectives are based on feelings and emotions .

20 . psychomotor حرکتی- روانی
objectives related to
psychomotor developments concern with
Mental activity and physical movement

(lesson6) To be continued...

- The potential experience of pupils in modern elementary, junior high school, and secondary school covers a respectable portion of what human beings should know and understand, of what they are able to do, and of how they feel about people and things.



7

Organizing Learning Experiences

- **General Aim**

- **هدف کلی**

The general aim of this lesson is to learn about the organization of learning experiences , and its importance as an important part in curriculum development .

- هدف کلی این درس لین است که شما با سازمان دادن ، تجربیات یادگیری و اهمیت آن در توسعه برنامه درسی آشنا شوید.

(lesson7) To be continued...

- Behavioral Objectives

- هدفهای رفتاری

After carefully reading this lesson you will be able to :

- بعد از مطالعه دقیق این درس شما قادر خواهید بود که :

(lesson7) To be continued...

Define the meaning of concepts ,common words and key words Below and do the exercise 1 .

۱ - معنی مفاهیم ، واژه های عام و واژه های مهم زیر را بیان کنید و تمرین ۱ را انجام دهید.

Reinforce , instruction , vertical , horizontal ,
criterion , continuity , continuous , sequence ,
integrate , integration , recur , precede , unify ,
organization , area

(lesson7) To be continued...

2 . Carefully read the reading part and answer the comprehension Exercises (true / false).

۲- متن درس را با دقت بخوانید و به سوالات درک مطلب که به صورت صحیح یا غلط (true / false) مطرح شده است پاسخ گوئید.

(lesson7) To be continued...

3 . After reading the passage carefully answer the multiple – Choice questions .

۳. بعد از مطالعه دقیق reading. به سوالات چند گزینه ای پاسخ گوئید

4 . Translate one paragraph into Farsi .

۴- یک پاراگراف را به فارسی ترجمه کنید.

(lesson7) To be continued...

- **Concepts , common words and key words**
Definitions and Exemplifications

1 . Reinforce محکم کردن- تقویت کردن
strengthen with new force or materials They want to
reinforce the bridge with harder materials.

2 .instruction (n) آموزش
teaching or educating The methods of instruction are
different .

(lesson7) To be continued...

3 . vertical (adj.)

عمودی

straight up and down A person standing up straight is in a vertical position .

4 . horizontal (adj.)

افقی

1. parallel to the horizon : at right angles to a vertical line .

2 .flat – level

سطح افقی

A horizontal line is at right angle to a vertical line .

(lesson7) To be continued...

5 . criterion (n)

معیار – ملاک

rule or standard for making a judgment : test
Wealth is the only one criterion of a person s
worth .

6 . criteria (n)

ملاک ها – معیارها

Plural of criterion
Teachers use different criteria to choose the
best student .

(lesson7) To be continued...

7 . continuity (n)

استمرار – پیوستگی

condition or quality of being continuous

The continuity of her story was broken when the telephone rang .

8 . continuous (adv)

متوالی – مداوم

without a stop or break : connected , unbroken

I can hear continuous sound from this room .

(lesson7) To be continued...

9 . sequence (n) ترتیب- توالی

1.The coming of one thing after another

Arrange the names in alphabetical
sequence .

2.a connected series

a sequence of lessons on one subject

(lesson7) To be continued...

10 . integrate (v)

لحاظ کردن - کامل کردن - تمام کردن

Make into a whole ;complete ,put or bring together parts into a whole

The committee will try to integrate the different ideas into one Uniform plan .

(lesson7) To be continued...

11 . integration (n)

اتحاد عناصر مختلف یک گروه- یکپارچگی

an integrating :

The integration of the activities of all the people who are Working on a project

12 . recur (v)

تکرار شدن- عود کردن

Come up again ; be repeated

Leap year recurs every four years .

(lesson7) To be continued...

13 . precede (v)

جلوتر بودن از – مقدم بودن

Go or come before

A precedes B in the alphabet .

14 . unify (v)

یکی کردن – متحد کردن

make or from into one ; unite

Several small states were unified into one union.

(lesson7) To be continued...

15 . organization (n)

تشکیلات - سازمان

1 . parts to from a whole

The organization of a school takes time
and thought to be
Prepared .

2 . the way in which something s part are
arranged to work

Together

The organization of human body is very
complicated .

(lesson7) To be continued...

16.area (n)

زمینه – رشته مورد مطالعه

range of knowledge or interest ; field Our science teacher is familiar with the areas of physic and Chemistry .

(lesson7) To be continued...

- In order for educational experiences to produce a cumulative effect, they must be so organized to reinforce each other. Organization is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners.

(lesson7) To be continued...

- There are three major criteria to be met in building an effectively organized group of learning experiences.

A blue-tinted photograph of a vast ocean under a cloudy sky. The water is a deep blue with gentle ripples, and the sky is a lighter blue with wispy white clouds. The horizon line is visible in the distance.

8

Instruction

- **General Aim**

The general aim of this lesson is to introduce instruction as a process of curriculum planning in which educational opportunities are provided for individual students or a group of students to benefit from participation in selected learning activities .

(lesson8) To be continued...

• هدف کلی

- هدف کلی این درس این است که آموزش به عنوان یک جریان برنامه ریزی معرفی شود که در آن فرصتهایی برای فرد دانش آموزان یا گروهی از آنها فراهم می شود تا از مشارکت در فعالیتهای یادگیری انتخاب شده حداکثر استفاده را ببرند .

(lesson8) To be continued...

- Behavioral Objectives

هدفهای رفتاری

- After carefully reading this lesson you will be able to :

- بعد از مطالعه دقیق این درس شما قادر خواهید بود که :

(lesson8) To be continued...

1. Define the meaning of concepts , common words and key words Below and do the exercise

۱- معنی مفاهیم ، واژه های عام و واژه های مهم زیر را بیان کنید
تمرین ۱ را انجام دهید.

- Partake , improvise , interaction , naught , obvious , summation , instructional , engagement , engage , simplification , mesh , metaphor , blueprint , correspondence , construction , relationship , accompany , manual , complementary , assumption

(lesson8) To be continued...

2 . Carefully read the reading part and answer the comprehension Exercises (true / false).

۲- متن درس را با دقت بخوانید و به سوالات درک مطلب که به صورت صحیح یا غلط (true / false) مطرح شده است پاسخ گوئید.

(lesson8) To be continued...

3 . After reading the passage carefully answer the multiple Choice questions .

۳- بعد از مطالعه دقیق reading به سوالات چند گزینه ای زیر پاسخ گوئید.

4 . Translate one paragraph into Farsi .

۴- یک پاراگراف را به فارسی ترجمه کنید .

(lesson8) To be continued...

Concepts , common words and key words Definitions and Exemplifications

1 . partake (v) شریک شدن – شرکت کردن
take or have a share , participate
We are eating lunch , will you partake ?

(lesson8) To be continued...

2 . improvise (v)

بی مقدمه کاری را انجام دادن - تعبیه کردن - آناً ساختن

Provide offhand ; make for the occasion

The girls improvised a tent out of two blankets and some long Poles .

(lesson8) To be continued...

3 . interaction (n) بر هم کنش- تعامل- اثر متقابل
action on each other Children learn through
interaction with each other in their playing.

4 . naught (n) نابودی- هیچ
nothing , zero
All the money is for naught if you don t help
needed people.

(lesson8) To be continued...

5 . obvious (adj)

واضح - آشكار

easily seen or understood ; clear to the eye or mind

It is obvious that two plus two does not equal five.

Obviously – (adv)

6 . summation (n)

خلاصه - جمع

the total

Instruction and teaching can be seen as the summation of Teacher s efforts.

(lesson8) To be continued...

7 . instructional (adj.)

آموزشی

educational

Instructional materials help teachers in teaching .

8 . engagement (n)

مشغولیت

An engaging = Student s engagement in learning is the main goal of teacher s plan.

(lesson8) To be continued...

9 . engage (v)

به کار گماشتن

keep oneself busy , keep busy

He engages in politics .

10 . simplification (n)

مختصر سازی- ساده سازی

Change to simpler form

If we say instruction is the implementation of curriculum , this is A simplification .

(lesson8) To be continued...

گیر انداختن- در هم گیر افتادن mesh (v) . 11

Engage or become engaged

The teeth of small gear mesh with the teeth of the large gear .

(lesson8) To be continued...

12 . metaphor (n)

صنعت تشبيه يا استعاره

figure of speech in which a word or phrase that ordinary Means one thing is applied to another thing in order to suggest A likeness between the two

"A copper sky " and :a "heart of stone are metaphors .

(lesson8) To be continued...

13 . blue print (n)

چاپ اوزاليد

1. a photographic print that shows white outlines on a blue Back – ground

2. a detailed plan for doing anything برنامه كار

Make a blue print of your project .

14 . correspondence (n)

هماهنگی - مطابقت

a being in harmony ; agreement

Your account of the accident has little correspondence with The story the other driver said .

(lesson8) To be continued...

15 . construction (n)

ساختمان - عمارت

Act of constructing , building

The city council provided funds for construction of a new House.

16 . relationship (n)

نسبت - وابستگی

connection What is the relationship of clouds to rain .

(lesson8) To be continued...

17 . accompany (v)
go along with

همراهی کردن

May we accompany you on your walk ?

18 . manual (n)

کتاب راهنما

a small book that helps its readers to understand and use Something this T.V set has manual .

(lesson8) To be continued...

19 . complementary (adj) تکمیل کننده- مکمل
forming a complement ; completing The four
seasons are complementary parts of a year .

20 . assumption (n) گمان- فرض
thing assumed
His assumption that he won proved incorrect.

(lesson8) To be continued...

- The purpose of all curriculum planning is to provide opportunities for an individual student or a group of students to benefit maximally from participation in selected learning activities.

(lesson8) To be continued...

- As the student partake of learning opportunities, whether these are planned by the teacher, or both, such participation becomes a learning experience which may result in personal growth. This is the process of instruction.



9

Curriculum Evaluation

- **General Aim**

- **هدف کلی**

- The general aim of this lesson is to identify the importance of evaluation in curriculum planning and implementation .

- هدف کلی این درس این است که اهمیت ارزشیابی را در برنامه ریزی درسی و کاربرد برنامه مشخص سازد .

(lesson9) To be continued...

- Behavioral Objectives

- هدفهای رفتاری

- After carefully reading this lesson you will be able to :

- بعد از مطالعه دقیق این درس شما قادر خواهید بود که:

(lesson9) To be continued...

1. Define the meaning of concepts , common words and key words Below and do the exercise1.

• ۱- معنی مفاهیم ، واژه های عام و واژه های مهم زیر را بیان کنید و تمرین ۱ را انجام دهید.

- Evaluation , merit , appropriate , appropriateness , judge , judgment ,conception , appraise , appraisal , achieve , achievement , dissipate, permanence , evidence , valid , synonymous , procedure , clientele ,influence.

(lesson9) To be continued...

2 . Carefully read the reading part and answer the comprehension Exercises (true / false).

۲- متن درس را با دقت بخوانید و به سوالات درک مطلب که به صورت صحیح یا غلط (true / false) مطرح شده است پاسخ گوئید .

(lesson9) To be continued...

3 . After reading the passage carefully
answer the multiple Choice questions .

۳- بعد از مطالعه دقیق reading به سوالات چند گزینه ای
زیر پاسخ گوئید.

4 . Translate one paragraph into Farsi .

۴- یک پاراگراف را به فارسی ترجمه کنید.

(lesson9) To be continued...

Concepts , common words and key words Definitions and Exemplifications

1 . evaluation (n)

سنجش – ارزیابی

an evaluating

The jury began its careful evaluation of the evidence .

2 . merit (n)

لیاقت – شایستگی

Worth or value ; goodness

Each child will get a mark according to the merit of his work.

(lesson9) To be continued...

3 . appropriate (adj)

مقتضى- مناسب

Suitable , proper

Clothes are appropriate for school wear.

4 . appropriateness (n)

تناسب- اقتضا

Evaluation determines the appropriateness of the instructional Materials .

(lesson9) To be continued...

5 . judge (v) تشخیص دادن – داورى کردن

1 . hear and decide in a court of law

The lawyer judged that he was guilty .

2 . think , suppose , conclude

تشخیص دادن – حکم دادن

I judged that you had forgotten to come .

6 . judgment (n) دادرسی – داورى

The act of judging Value judgments determine
how good the teaching had been

(lesson9) To be continued...

7 . conception (n)

تصور - ادراک

idea , thought , notion

Her conception of the problem was diffeent from mine.

8 . appraise (v)

تشخیص دادن - تخمین زدن - ارزیابی کردن

Estimate the value , amount , quality

An employer should be able to appraise ability and character.

(lesson9) To be continued...

9 . appraisal (n) تعیین قیمت کردن - ارزیابی

Estimate of value , amount , quality

The bank s appraisal of the worth of our house was 30 million Too man's.

10 . achieve (v) به انجام رساندن - انجام دادن

Carry out to a successful end , accomplish

Did you achieve your purpose?

(lesson9) To be continued...

11 . achievement (n) دستاورد - موفقیت - انجام

Accomplishment

Sailing a submarine under the North pole was a great Achievement .

12 . dissipate (v) از هم پاشیدن - پراکنده شدن

Spread in different directions , scatter so as to disappear or Cause to disappear

The fog is beginning to dissipate .

(lesson9) To be continued...

13 . permanence (n) تداوم- ثبات- پایداری
a being permanent ; lasting quality or condition
In order to have estimate of the permanence
of learning , you have to evaluate students .

14 . evidence (n) مدرک- ملاک- گواه
Anything that shows what is true and what is
not ,facts , proof
The jam on his face was evidence that he had
been in the Kitchen

(lesson9) To be continued...

15 . valid (adj.)

معتبر

Supported by facts or authority

They had a valid argument about learning .

16 . Synonymous (adj.)

مترادف – هم معنی

Having the same or nearly the same meaning

"Little" and "small" are synonymous.

(lesson9) To be continued...

17 . procedure (n)

روند- روش

Way of proceeding ; method of doing things

What is your procedure in making bread ?

18 . client (n)

ارباب رجوع

Person for whom a lawyer , accountant or other professional Person acts Students in a class are teacher's clients.

(lesson9) To be continued...

19 . clientele (n)

پيروان

Clients as a group

Students are the clientele of a teacher .

20 . influence (n)

نفوذ

Power of acting on others and having an effect without using Force Use your influence to persuade the students to come in the class.

(lesson9) To be continued...

- The curriculum system includes a plan for evaluation of the curriculum in relation to its goals. Planning the evaluation of the curriculum and instruction is essential. Evaluation is implied in every process of planning. For it is the act of placing value on something, and determining its merits.

(lesson9) To be continued...

- We know that curriculum planning is a matter of making choices. This does not imply; however, that one choice is as good as another.



THANK YOU FOR YOUR
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