Effective Curriculum and Instruction for Career Education

Unit 1: Describe Curriculum Components for Effective Instruction

Existing Course: Curriculum Development Theory

You Are Here

Unit 1: Describe Curriculum Components for Effective Instruction

1.1 Differentiate between curriculum development and instructional development terms

Unit 2: Evaluate Existing Curriculum Terminology and Components

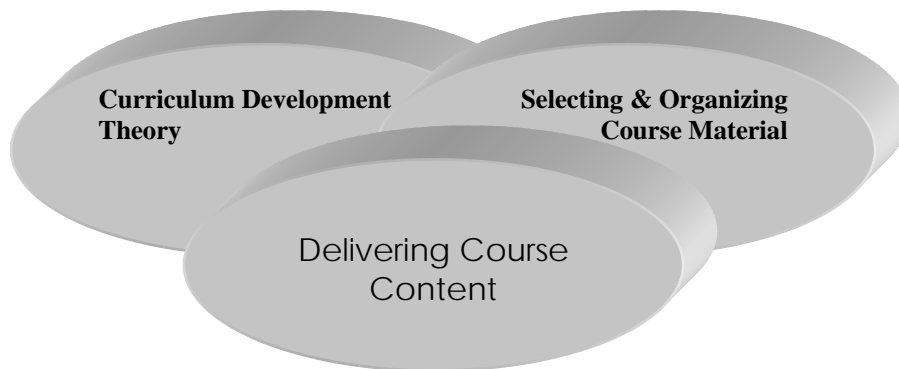*Existing Course: Selecting & Organizing Course Content*

Unit 3: Apply Curriculum Alignment Theory to Instructional Materials

Unit 4: Write and Clarify Instructional Objectives

Existing Course: Delivering Course Content

Unit 5: Select Instructional Strategies, Activities, and Resources

Unit 6: Apply Assessment Theory to the Classroom

Curriculum Development Theory

Selecting & Organizing Course Material

Delivering Course Content

UNIT OF INSTRUCTION PLAN

Name of Course:	Effective Curriculum and Instruction for Career Education
Measurable Learner Objective	Unit 1: Describe Curriculum Components for Effective Instruction
Duration of Unit:	Week 1 (150 minutes)
Rationale for Unit:	Regardless of the state and national standards teachers strive to meet, sound instructional practice includes curricular and instructional components that guide planning, delivery, and student learning. Learning how to create and implement these components are important and will be addressed in later instructional units within this course. However, this unit will focus on the definitions of these curriculum components and will attempt to provide comprehension and class consensus for the many different terms and definitions as many school districts and state department sections use a wide variety of terms and definitions when discussing curricular components.
Unit Task(s)	1.1 Differentiate between curriculum development and instructional development terms
Topical Outline (content to be covered):	Describe Curriculum Components for Effective Instruction a. Course components and definitions (title, description, rationale, scope, sequence, objectives, resources) b. Current trends in curriculum development c. Program area / content-specific materials

Teaching-Learning Activities:	1. Presentation/discussion 2. Identify existing curricula for required components 3. Describe, write sample/actual curriculum components (potential link with Unit 2) 4. Questions/answers/collaboration work
Instructional Resources:	1. Teacher's sample/actual curriculum 2. Course readings (instructor identified) 3. Presentation (digital file and slide handout) 4. Sample component items / worksheets 5. DESE Report Writing Form Definitions (Appendix B) 6. DESE MSIP Frequently Asked Questions (Appendix C) 7. Computer and projector
Facilities:	1. Classroom 2. Computer laboratory (teacher notebook computers)
Assessment Activities:	1. Peer assessment checklist: definitions of terms 2. In-class assessment: curriculum terms synonyms list 3. Teacher daily performance work (ongoing curriculum improvements) 4. Unit performance assessments: comprehension level 5. Final exam questions
Specialized Information:	According to the Missouri Department of Elementary and Secondary Education's Division of School Improvement, many Missouri teachers think a curriculum consists only of a title, description, scope, and sequence. Many school districts and state department sections also use different terms when discussing similar components. This unit will present required components that comprise a full curriculum, as well as clarifying these curricular terms.

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Suggested Lesson Plan

Teacher:	(to be determined)
Subject Area:	Career Education Curriculum Alignment
Grade Level:	Graduate Credit
Unit Title:	Describe Curriculum Components for Effective Instruction
Lesson Title:	Curriculum Development and Instructional Development: Relationships and Terminology

Behavioral Objectives:

1. During class discussions, the teacher will describe and differentiate among curriculum and instructional development terms with 100% accuracy.
2. During peer assessments, the teacher will describe curriculum terminology consistent with DESE guidelines.
3. During class discussions, the teacher will appreciate the different terms used throughout various school districts and state department sections as evidenced by grouping similar definitions and creating a synonyms list for class discussion.

Materials/Resources Needed:

1. Teacher's sample/actual curriculum

2. Selected readings: Curriculum Development and Instructional Development (Miller & Miller, 2002; Finch & Crunkilton, 1999; Mager, 1962)

3. Electronic presentation: ECICE Unit 1

4. Sample component items / worksheets

5. DESE Report Writing Form Definitions handout (Appendix B)

6. DESE MSIP Frequently Asked Questions handout (Appendix C)

7. Assessment sheet: curriculum critique

Anticipatory Set:

- Discuss instructional and curriculum standards (MSIP, program accreditations).
- Why are they important?
- What is the relationship among the standards?
- What is curriculum and Instruction?

Objective/Purpose:

Relay to teachers: "As we strive to describe curriculum and instructional development terms, you will also begin identifying good examples of these components consistent with DESE terminology and definitions. In addition, you will also do the same for your partner's curriculum…."

Input/Teacher Background:

1. Teachers should provide their existing curriculum.
   - (*If they do not have their curriculum with them, use their partner's or a sample curriculum provided by the instructor or from*

the DESE website.)

2. If they are public middle school or secondary education instructors, they should have a working knowledge of MSIP.

   - *(If they do not, require them to meet and interact with their district MSIP coordinator, sign-up for a local committee, report on their most recent MSIP visit (related to curriculum), and identify their CSIP standards related to curriculum.)*

3. If they are in other types of institutions, they should have knowledge of any accrediting agencies that provide leadership/ governance in the curriculum and instruction arena.

Model:
- Instructor-led discussion
- Teacher/peer collaboration
- Question and answers

Check for Understanding:

1. Curriculum Components (theory)
   a. Course Title, Course Description, Scope, and Sequence are important but very small components of one's curriculum.
2. Instructional Components (theory)
   a. Lesson planning, delivery, assessments are oftentimes referred to as "instructional" components.
3. Relationship among these two groups of terms
   a. Both curriculum and instructional

components are needed for effective learning environments. Curriculum is generally considered higher level (administrative) and instructional is generally considered "classroom" or instructor level.

4. What does the teacher's school district require?
5. Who develops which components? Which are required? Why? MSIP only? Sound learning environment?
6. What does the teacher's regulatory agency require?

Guided Practice:

1. Describe/compare existing curriculum components in class.
2. Teacher collaboration teams (group teachers into teams with similar instructional content areas).

Closure:

1. Review major curriculum and instruction components.
2. Discuss differing terminologies and how communication can aid in discussing similar purposes of components.
3. Emphasize how teacher's existing curriculum will be used throughout this course, with each session presenting a new focus of their curriculum.
4. Tie to next unit: Evaluating the components for

accuracy (DESE and theory).

Independent Practice:

1. Describe/compare their partner's curriculum for the required components
2. Review their individual curriculum for the required components
3. Read course materials disseminated in class.

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Program Area Specific Examples

The following curriculum samples will be presented during this Unit of Instruction. Additional samples will be presented as needed depending on the class population for any given semester.

Example 1:   Marketing Education: Marketing Concepts Learner Outcomes
(Example purpose: Marketing Education emphasizes using Measurable Learner Objectives rather than Duty Bands)

Example 2:   Trade and Industrial Education: Transition from Duty Bands to Measurable Learner Objectives (Cosmetology Competency Profile)
(Example purpose: Trade and Industrial's decision to make curriculum alignment more manageable by restating duty bands into measurable learner objectives)

Example 3:   Family and Consumer Sciences: Family/Individual Health Sample Duty Bands from the Competency Profile
(Example purpose: The Course Rationale is included on the Competency Profile Card that emphasizes Duty Bands and Competencies; Introduce Duty Band F "Promoting Nutritional Health" for future internal alignment examples

Program Area Specific Examples: Marketing Education

Marketing Concepts Measurable Learner Objectives

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

1. **Analyze the marketing mix.**
   a. Identify the types of goods.
   b. Understand the basic vocabulary of marketing.
   c. Explain market share and identify factors affecting market share.
   d. *Recognize trends and developments in marketing.
2. **Classify channels of distribution.**
   a. Define channel of distribution.
   b. Describe two basic types of distribution.
   c. Describe the function performed by channel intermediaries.
   d. Identify factors that influence the length/width of a channel.
   e. Identify the characteristics of retailers, wholesalers, agents, and brokers.
   f. *Determine the most suitable channel of distribution for various products.
3. **Identify marketing strategies.**
   a. Define marketing strategy.
   b. *Identify factors that affect marketing strategies.
   c. *Describe a marketing strategy for a given situation.
   d. Define marketing mix and identify the elements of the marketing mix.
   e. Determine a marketing mix for a product or service.
4. **Identify markets for a product and/or service.**
   a. Define the meaning of a market for a product.
   b. Describe how a market for a product can be identified.
   c. Identify demographic characteristics that would compose market segments for particular products.
5. **Identify the importance of marketing.**
   a. Explain the importance of marketing in our economy.
   b. Define and explain the marketing functions involved in marketing products and services.
   c. Explain the marketing concept.
6. **Describe the importance of international marketing.**
   a. Define international trade.
   b. Explain why nations engage in international trade.
   c. *Describe how international trade affects the economic interdependence of nations.
   d. *Analyze international trends on marketing.

Program Area Specific Examples: Trade and Industrial Education

Transition from Duty Bands to Measurable Learner Objectives

Culinary Arts Competency Profile

(task statements omitted to emphasize transition from Duty Bands to Measurable Learner Objectives)

	PREVIOUS DUTY BANDS		REVISED LEARNER OBJECTIVE
A.	**Introduction to the Hospitality Industry**	**A.**	**Describe the tools, components, and practices of the hospitality industry**
B.	**Sanitation**	**B.**	**Demonstrate food sanitation procedures**
C.	**Safety**	**C.**	**Appreciate and apply all personal and work place safety procedures**
D.	Purchasing and Receiving	D.	Purchase, receive, and inventory culinary products
E.	Product Identification by Appearance and Taste	E.	Identify food products by appearance and taste
F.	**Food Preparation**	**F.**	**Prepare food products for consumption**
G.	Nutrition	G.	Demonstrate nutrition fundamentals
H.	Menu Planning	H.	Plan individual meal and full menu selections
I.	Service	I.	Provide hospitality service functions
J.	Leadership Competencies	J.	Demonstrate leadership skills in the classroom, industry, and society

Program Area Specific Examples: Family and Consumer Sciences

Family/Individual Health Competency Profile

Name: _____   **Family/Individual Health**

Course Rationale:
To improve the health of Missouri citizens, performance competencies in the family/individual health course taught in Family and Consumer Sciences Education programs enable students to:
a) construct meaning pertinent to health care knowledge;
b) communicate effectively with family members and health care providers;
c) solve problems impacting health and wellness; and
d) make responsible health care decisions involving individuals, families, and communities.

Directions:
Evaluate the student by checking the appropriate number or letter to indicate the degree of competency.
The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:
   3 Mastered – can work independently with no supervision
   2 Requires Supervision – can perform job completely with limited supervision
   1 Not Mastered – requires instruction and close supervision
   N No Exposure – no experience or knowledge in this area

3	2	1	N	B. Promoting Individual Wellness	Notes:
				1. Define wellness	
				2. Describe lifetime fitness principles and techniques	
				3. Assess personal health practices and risks	
				4. Create a personal wellness plan	
				5. Analyze how the family, peers, community and global issues influence the health of individuals	
				6. Analyze situations that require professional health service	
				Other:	

3	2	1	N	F. Promoting Nutritional Health	Notes:
				1. Explain relationships between dietary guidelines and wellness	
				2. Compare nutritional needs at different stages of the life cycle	
				3. Identify nutritional needs of individuals with special health deviations	
				Other:	

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Unit 1: Describe Curriculum Components for Effective Instruction

Suggested Unit Assessment

Measurable Learner Objective:	Describe Curriculum Components for Effective Instruction
Behavioral Objectives:	1. During class discussions, the teacher will describe and differentiate among curriculum and instructional development terms with 100% accuracy. 2. During peer assessments, the teacher will critique their own and another teacher's curriculum terminology consistent with DESE guidelines. 3. During class discussions, the teacher will appreciate the different terms used throughout various school districts and state department sections as evidenced by grouping similar definitions and creating a synonyms list for class discussion.
Learning Domain(s):	Cognitive and Affective
Assessments:	1. Peer Assessment Checklist: Definitions of Terms 2. In-class Assessment: Curriculum Terms Synonyms List 3. Teacher Daily Performance Work (ongoing improvements to their curriculum) 4. Unit Performance Assessments 5. Final Exam Questions

Curriculum Terms Synonyms List (25 points total)

Bloom's Taxonomy Cognitive Levels Assessed: Knowledge, Comprehension, and Analysis.

Using peer collaboration, create a list of curricular and instructional terms complete with their citable definitions (readings, MSIP documents, DESE section documents, research, etc.). Some terms you may include are competencies, measurable learner objectives, grade level expectations, behavioral objectives, measurement, assessment, task statements, duty bands, and student objectives. During the next course meeting, each group will briefly present their list to the class. During the open discussion of the presentations, each teacher will have the opportunity to compare, contrast, and debate the different definitions and terms.

Grading:

Minimum 5 terms (1 point each; *Knowledge* level): ....5 points

Definitions (cited, 2 points each; *Knowledge* level): ....10 points

Synonyms (1 point each; *Comprehension* level): ....5 points

Discussion/Critique (1 point each; *Comprehension and Analysis*): ...5 points

Term	Your Definition (cite)	Synonym(s)	Discussion