Effective Curriculum and Instruction for Career Education

Unit 2: Evaluate Existing Curriculum Terminology and Components

Existing Course: Curriculum Development Theory

Unit 1: Describe Curriculum Components for Effective Instruction

You Are Here

Unit 2: Evaluate Existing Curriculum Terminology and Components

2.1* Create course preliminary information (title, description, rationale)

2.2* Create a scope and sequence for a course

2.3* Create a scope and sequence for a program

2.4 Critique and improve existing curriculum components

* = Prerequisite Competencies

Existing Course: Selecting & Organizing Course Content

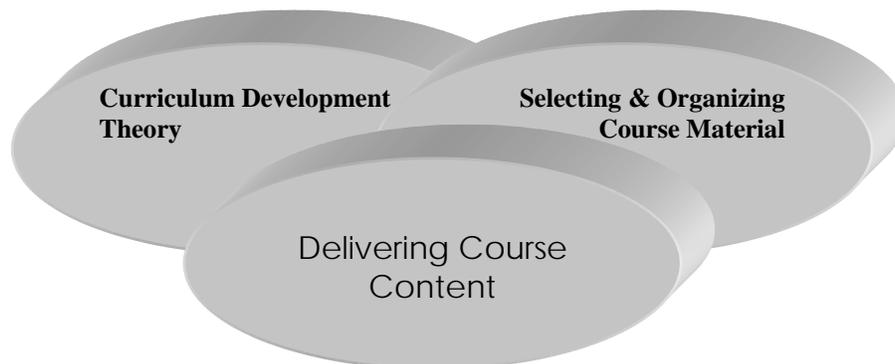Unit 3: Apply Curriculum Alignment Theory to Instructional Materials

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 2: Evaluate Existing Curriculum Terminology and Components
Duration of Unit:	Week 2 (150 minutes)
Rationale for Unit:	As discussed in Unit 1, many times learning can be impaired by simple misunderstandings of terminology. Some may use a term that is unknown or disagreed upon by others, when in actuality both may comprehend the "theory" behind the terminology. This unit will build on Unit 1, with an emphasis being placed on *evaluating* curriculum terminology and components.
Tasks	2.1* Create course preliminary information (title, description, rationale) 2.2* Create a scope and sequence for a course 2.3* Create a scope and sequence for a program 2.4 Critique and improve existing curriculum components
Topical Outline (content to be covered):	Evaluate existing curriculum terminology and components a. Review Unit 1 information: Required curriculum components b. Evaluate curriculum terminology for each teacher sample curriculum • Consistent with prerequisite competencies 2.1, 2.2, and 2.3: create required curriculum

	components if needed c. Evaluate DESE section requirements • Measurable Learner Objectives (formerly Duty Bands) and tasks versus Duty Bands and Competencies • Crosswalking 140 Competencies versus 16 "Measurable Learner Objectives" d. Program area / content-specific materials
Teaching-Learning Activities:	1. Presentation/discussion 2. Evaluate existing components for effective instruction 3. Evaluate existing duty bands, competencies, measurable learner objectives (link with Unit 4), course objectives, and behavioral objectives (link with Unit 4) 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; from Unit 1) 6. DESE MSIP Frequently Asked Questions (Appendix C; from Unit 1) 7. Computer and projector
Facilities:	1. Classroom 2. Computer laboratory (teacher notebook computers)

Assessment Activities:	1. Peer assessment checklist: Evaluating existing curriculum components 2. Teacher daily performance work (ongoing curriculum improvements or creating new components consistent with prerequisite tasks 2.1, 2.2, and 2.3) 3. Unit performance assessments: Evaluation level 4. Evaluating curriculum components assessment 5. Final exam questions
Specialized Information:	Based on the descriptive work completed in Unit 1, this unit will focus on evaluating curricular components. If a teacher doesn't possess the prerequisite competencies 2.1, 2.2, and 2.3, teachers will also create certain curricular components. Consistent with Bloom's Taxonomy (Cognitive domain), teachers will be required to work at higher cognitive levels (evaluating) in Unit 2 than in Unit 1 (knowledge, comprehension, and analysis).

Effective Curriculum and Instruction for Career Education

Unit 2: Evaluate Existing Curriculum Terminology and Components

Suggested Lesson Plan

Teacher: (to be determined)

Subject Area: Career Education Curriculum Alignment

Grade Level: Graduate University Credit (3.0 hours)

Unit Title: Evaluate Existing Curriculum Terminology and
Components

Lesson Title: Critiquing and Improving Existing Curriculum
Components and Terminologies

**Behavioral
Objectives:**

1. During class discussions and if they have not
developed curriculum components, the
teachers will create the required curriculum
components consistent with DESE requirements.

2. When evaluating existing curriculum and
instructional materials, the teachers will suggest
improvements consistent with theoretical and
practical suggestions.

3. During peer assessments, the teacher will
critique their own and another teacher's
curriculum and instructional components
consistent with DESE guidelines.

4. During class discussions, the teacher will
appreciate effective curriculum and instruction
components as evidenced by improving their

components consistent with theoretical and practical guidelines.

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 2
	4. Sample Component Items / Worksheets
	5. DESE Report Writing Form Definitions handout (Appendix B; from Unit 1)
	6. DESE MSIP Frequently Asked Questions handout (Appendix C; from Unit 1)
	7. Assessment Sheet: Curriculum Critique

Anticipatory Set:	• Background Information: ECICE Unit 1.
	• Describing multiple curriculum components.
	• May need to create components if the teacher hasn't done so before.
	• Unit 2 will allow teachers to evaluate and improve those components consistent with DESE standards.
	• Prerequisite competencies 2.1, 2.2, and 2.3 will be addressed if needed.

Objective/Purpose:	Relay to teachers: "As we described curriculum and instructional development terms and components in Unit 1, you will now critique your existing curriculum for consistency with DESE

terminology, definitions, and standards. In addition, you will also critique your partner's curriculum...."

Input/Teacher Background:	1. Teachers should provide their existing curriculum that may have been modified based on Unit 1.
	• *(If they do not have a curriculum, or they used their partner's examples during Unit 1, this unit will allow them to begin working on the required components of their curriculum.)*
Model:	• Instructor-led discussion
	• Teacher/peer collaboration
	• Question and answers
Check for Understanding:	1. Review components addressed in Unit 1
	a. Course Title: Short and descriptive
	b. Course Description: Two types for multiple purposes: Formal and informal (may be limited to a specific number of words)
	c. Rationale: Justify why course is important and tie to the district's mission/philosophy
	d. Scope: What does this course cover?
	e. Sequence: Two types: Course sequence (content sequence) and Program sequence (where course fits within the full program)
	2. Evaluate the accuracy of each component by critiquing it against the theory and practical

examples provided in class:

    a. Theory (Miller & Miller, 2002; Finch & Crunkilton, 1999; Mager, 1962)

    b. Practice (Class and DESE examples)

Guided Practice:

1. Critique existing curriculum components in class
2. Teacher collaboration teams (teachers into teams with similar instructional content areas)
3. If teachers do not have existing curricular components, they should use this time to develop their components consistent with the theory and practice presented in class.

Closure:

1. Review critiques and evaluations of the components presented in this unit.
2. As discussed in Unit 1, re-emphasize the teacher's improved curriculum to be used throughout this course, with each session presenting a new focus of their curriculum.
3. Tie to future units: Unit 3 (Curriculum Alignment) and Unit 4 (Instructional Objectives).

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.

Effective Curriculum and Instruction for Career Education
Unit 2: Evaluate Existing Curriculum Terminology and Components
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:   Business Education Business Technology Rationale

Example 2:   Health Sciences Education Core Curriculum Course
                       Description and Rationale

Program Area Specific Examples: Business Education

Business Technology Course Rationale

This area of instruction provides content for employment in one of the largest major occupational groups, administrative support. Demand in this career area will continue to expand as businesses utilize advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the software application skills and communication competencies needed by administrative support professionals and those students continuing their education.

Program Area Specific Examples: Health Sciences Education
Core Curriculum Course Description and Rationale

Course Description

This course will prepare the successful graduate to: 1) make an informed health career choice, 2) develop a foundation of academic knowledge to pursue further education in a health career, and 3) develop entry level job skills within a selected focus area of health careers. The curriculum focuses on knowledge and skills that are common to most health careers. This is accomplished through teaching academic knowledge in the classroom in lecture, discussion, and small group work, practicing skills in the laboratory, and applying those skills and knowledge in the clinical setting.

Course Rationale

The Health Care Industry, the largest industry in the United States, includes more than 200 job titles. The need for Health Care professionals will continue increasing as a result of an aging American society who will require more health care as they age. In addition, new technology allows physicians to save premature babies, replace failing organs, and maintain a healthier human body over more years, thus requiring more care providers.

Opportunities for careers abound. However, students need to learn about these diverse careers to make an informed career decision. Students need the opportunity to match the job of the health professional with their own personality traits, academic vision and ability, and personal dreams.

Entry-level jobs are available in the health care arena, but require skill training. Many students plan pursuing education beyond high school. A

career plan may include working in an entry-level job while pursuing additional education. Most health careers require education beyond high school. Many can be accomplished with only one or two years of education while others require four or more years of post-high school education.

This program will provide for career selection, an academic foundation to facilitate success in post-high school education as well as entry level skills.

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Suggested Unit Assessment

Measurable Learner Objective:	Evaluate Existing Curriculum Terminology and Components
Behavioral Objective:	1. During class discussions and if they have not developed curriculum components, the teachers will create the required curriculum components consistent with DESE requirements. 2. When evaluating existing curriculum and instructional materials, the teachers will suggest improvements consistent with theoretical and practical suggestions. 3. During peer assessments, the teacher will critique their own and another teacher's curriculum and instructional components consistent with DESE guidelines. 4. During class discussions, the teacher will appreciate effective curriculum and instruction components as evidenced by improving their components consistent with theoretical and practical guidelines.
Learning Domain(s):	Cognitive and Affective
Assessments:	1. Peer assessment checklist: Critiquing existing curriculum components 2. Teacher daily performance work (ongoing curriculum improvements or creating new components consistent with prerequisite tasks 2.1, 2.2, and 2.3)

| | 3. Unit and final exam assessments: Comprehension and Analysis levels |
| | 4. Identifying curriculum components assessments |

Peer Assessment: Critiquing Existing Curriculum Components

Bloom's Taxonomy Cognitive Levels Assessed: Comprehension & Analysis

Identify and critique your or your partner's curriculum component by critiquing against the criteria provided in the right column

Component	Criteria (Binary Assessment: Yes or No)
Course Title	☐ Accurately communicates emphasis of course ☐ Succinct (less than 12 words) ☐ Other:
Course Description	☐ Consistent with school district requirements (word limit, format, tense, voice, etc.) ☐ Addresses requisite/prerequisite courses ☐ Includes length of course ☐ Includes meeting logistics (optional) ☐ Other:
Course Rationale	☐ Justifies why course is needed ☐ Linked to the District's Mission and Philosophy ☐ Includes references to external alignment sources (MSIP) ☐ Includes type of graduation credit the course provides ☐ Other:
Course Scope	☐ Identifies specific tasks to be delivered ☐ Presents tasks organized under MLOs ☐ Presents MLOs in complete, *measurable* terms ☐ Other:
Course Sequence	☐ Presents logical order for MLOs to be presented ☐ Includes all and only MLOs presented in Scope ☐ Other:
Program Sequence	☐ Identifies prerequisite courses needed in sequence ☐ Identifies courses that follow course in sequence ☐ Other:

Potential Unit and Final Exam Questions for Unit 2

Bloom's Taxonomy Cognitive Levels Assessed: Analysis & Evaluation

Essay/Constructed Response Questions

1. Evaluate the following course description for consistency with materials presented in the class. Provide suggestions where needed.
   - *(course descriptions will be inserted depending on the population of the teachers enrolled in the course)*

2. Evaluate the following two sequences. Provide insight (and improvements, if needed) into the purposes of each (course sequence or program sequence)
   - *(course sequences will be inserted depending on the population of the teachers enrolled in the course)*

3. Analyze the measurability of the following task statements. In your answer, indicate how you as an instructor would assess the task and provided improvements if needed.
   - *(task statements will be inserted depending on the population of the teachers enrolled in the course)*