

Effective Curriculum and Instruction for Career Education

Unit 5: Select Instructional Strategies, Activities, and Resources

Existing Course: Curriculum Development Theory

Unit 1: Describe Curriculum Components for Effective Instruction

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

5.1 Develop domain-specific instructional strategies

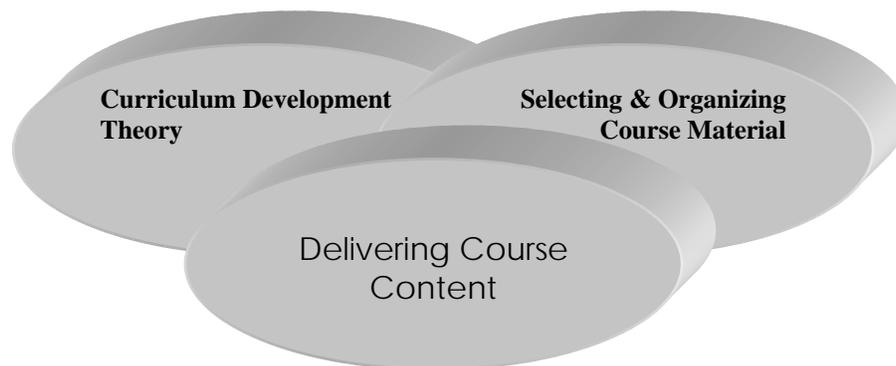
5.2 Develop domain-specific student supplemental activities

5.3 Develop instructional strategies consistent with learner objectives and assessments

5.4 Select instructional/curricular components that are fully aligned

Unit 6: Apply Assessment Theory to the Classroom

You Are
Here



UNIT OF INSTRUCTION PLAN	
Name of Course:	Effective Curriculum and Instruction for Career Education
Measurable Learner Objective:	Unit 5: Select Instructional Strategies, Activities, and Resources
Duration of Unit:	Weeks 8-10 (450 minutes)
Rationale for Unit:	Consistent with internal alignment practices, measurable learner objectives (MLOs) must be supported with appropriate instructional strategies, activities, and resources in the classroom. This unit will address creating strategies and identifying resources for classroom instruction that are aligned with the MLOs (Unit 4) and student assessments (Unit 6).
Unit Task(s):	<p>5.1 Develop domain-specific instructional strategies.</p> <p>5.2 Develop domain-specific student supplemental activities.</p> <p>5.3 Develop instructional strategies consistent with learner objectives and assessments.</p> <p>5.4 Create instructional/curricular components that are fully aligned.</p>
Topical Outline (content to be covered):	<p>Instructional Strategies, Activities, and Resources.</p> <p>a. Instructional strategies and activities:</p> <ul style="list-style-type: none"> • Appropriate strategies based on unit objectives, measurable learner objectives, and behavioral objectives

	<ul style="list-style-type: none"> • Appropriate strategies based on learner types (learning styles) <p>b. Instructional resources:</p> <ul style="list-style-type: none"> • Types (Miller & Miller, 2002; DESE Curriculum sampler, 2003) • Written, electronic, personnel, site visits) • Aligned with measurable learner objectives and assessments
Teaching-Learning Activities:	<ol style="list-style-type: none"> 1. Presentation/discussion 2. Critique existing strategies, activities, and resources for alignment 3. Identify strategies, activities, and resources 4. Establish sample/actual curriculum resources (writing, identifying, selecting, contacting) components 5. Questions/answers/collaboration work
Instructional Resources:	<ol style="list-style-type: none"> 1. Teacher's sample/actual curriculum 2. Course readings (instructor identified) 3. Presentation (digital file and slide handout) 4. Sample component items / worksheets 5. Computer and projector
Facilities:	<ol style="list-style-type: none"> 1. Classroom 2. Computer Laboratory (teacher notebook computers)
Assessment Activities:	<ol style="list-style-type: none"> 1. Peer assessment checklist: Strategies, activities, and resources (analysis & evaluation level) 2. Teacher daily performance work (strategy, activity, and resource development) 3. Unit and final exam assessments (comprehension and evaluation level)
Specialized Information:	<p>This unit addresses strategies, activities, and resources represents the second phase of curriculum alignment. It</p>

	<p>is important for the teachers to recognize the instructional planning and delivery process does not start with this phase, but rather with the measurable learner objectives (Unit 4).</p>
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Effective Curriculum and Instruction for Career Education

Unit 5: Select Instructional Strategies, Activities, and Resources

Suggested Lesson Plan

Teacher:	(to be determined)
Subject Area:	Career Education Curriculum Alignment
Grade Level:	Graduate University Credit (3.0 credit hours)
Unit Title:	Select Instructional Strategies, Activities, and Resources
Lesson Title:	<ol style="list-style-type: none">1. Selecting Instructional Strategies and Activities (Lesson 5a)2. Identifying and Selecting Instructional Resources (Lesson 5b)
Behavioral Objectives:	<ol style="list-style-type: none">1. Given measurable learner objectives from a unit of instruction, the teacher will select instructional strategies consistent with DESE internal alignment requirements.2. When selecting instructional strategies, the teacher will reinforce the unit's measurable learner objectives as evidenced by basing their decisions on effective instructional practice rather than convenience.3. Given measurable learner objectives from a unit of instruction, the teacher will select instructional activities consistent with DESE internal alignment requirements.

4. When selecting instructional activities, the teacher will advocate student learning as evidenced by critically choosing only those instructional activities that support the unit's measurable learner objectives.
5. Given measurable learner objectives from a unit of instruction, the teacher will identify and select instructional resources consistent with DESE internal alignment requirements.
6. When presenting instructional resources, the teacher will motivate the students by incorporating only relevant and authentic resources.

Materials/Resources Needed:

1. Teacher's sample/actual curriculum.
2. Selected Readings: Instructional Strategies, Activities, and Resources ([DESE Curriculum Sampler, 2003](#); Miller & Miller, 2002); Finch & Crunkilton, 1999.
3. Electronic presentation: ECICE Unit 5.
4. Sample component items / worksheets.
5. Domain/verb lists (Miller & Miller, 2002).
6. Computer and projector.

Anticipatory Set:

- Teachers have already laid the foundation for strategies, activities, and resources by their measurable learner objectives and their behavioral objectives identified/created in Unit 4 of this course. Consistent with internal

alignment practices, the teachers must now critically identify, select and select effective instructional strategies, activities, and resources. An emphasis will be placed on choosing the most effective materials over “convenient” materials.

- Have teachers reflect on past strategies, activities, and resources that “worked” and those that “did not work.”
- Have teachers analyze their curriculum for units that need new or reinforced strategies.
- Have teachers analyze their curriculum for units that need new or reinforced activities.
- Have teachers analyze their curriculum for units that need new or reinforced resources.

Objective/Purpose: Relay to teachers....“We’ve successfully passed the first station of internal alignment theory by completing [Unit 4](#) of this course (objectives). Station two will require us to critically select curriculum strategies, activities, and resources that support our objectives. Remembering there are three stations in this process (Units 4, 5, and 6), we must also be thinking ahead to [Unit 6](#) (assessments) when selecting our strategies, activities, and resources (domain and verb level).”

Input:

1. Consistent with previous units, teachers should provide their existing curriculum that has been

modified and improved based on Units 1-4 of this course. Especially important will be their revised (or main) measurable learner objectives, as well as their notes/plans on curriculum alignment. Since the curriculum alignment process was initiated in Unit 4 with their measurable learner objectives (MLOs), the teachers must begin thinking how they will deliver and reinforce the MLOs by identifying and selecting appropriate strategies, activities, and resources.

Model:

- Instructor-led discussion
- Teacher/peer collaboration
- Question and answers
- Model ECICE curriculum strategies, activities, and resources that align with the course measurable learner objectives.

Check for Understanding:

1. Review: What are Instructional Strategies? Instructional Activities? Instructional Resources?
 - a. Materials and activities at the course delivery level that reinforce our MLOs, unit objectives, and course objectives.
 - b. Materials and activities that reinforce/provide for student learning
 - c. Materials and activities that must be used appropriately for all student learners and learning styles.

- d. Resources: anything needed to deliver the content (electronic, written, etc.).
- 2. Instructional strategies and activities: Types (Miller and Miller, 2002):
 - a. Oral presentation and questioning techniques.
 - b. Discussion/collaborative methods.
 - c. Demonstrations.
- 3. Instructional activities and resources: Types by domain:
 - a. Written-based (cognitive and affective).
 - b. Electronic-based (digital and analog; cognitive and affective).
 - c. Personnel-based activities (peer interaction, field trips, guest speakers; cognitive and affective).
 - d. Lab-based activities (cognitive, affective, and psychomotor).

Guided Practice:

- 1. Teachers critique their existing strategies, activities, and resources for alignment with their measurable learner objectives (MLOs).
- 2. Teachers critique their partner's strategies, activities, and resources for alignment with their partner's MLOs.
- 3. If alignment is not met, improve the strategies/activities/resources consistent with DESE requirements.
- 4. If alignment appears to be met, critically

analyze if all learning domains and verbs (per the MLOs) are consistent.

5. After critique, if alignment needs improvement, create/identify new strategies, activities, and resources to strengthen the instructional delivery.
6. Teachers complete the "strategies/activities/resources" section of their internal alignment matrix consistent with DESE recommendations or school district requirements/format.

Closure:

1. After instructional planning, instructional delivery (what happens inside the classroom) can be summarized by what strategies, activities, and resources are used.
2. These strategies, activities, and resources must be aligned with the measurable learner objectives.
3. Unit 6 of this course will emphasize the remaining piece of curriculum alignment: Assessing the MLOs consistent with how they were delivered in the classroom (strategies, activities, and resources).

Independent Practice:

1. Read all materials disseminated in class (theory, DESE documents, samples, etc.).
2. Complete strategies/activities/resources section of internal alignment matrix (consistent with DESE recommendations and local school district requirements). This exercise will only "list" the

strategy, activity, and resources needed.

3. Building on item 2 above, teachers will choose one unit of instruction from their existing curriculum (or improved curriculum based on this course) and identify or create aligned instructional strategies, activities, and resources needed to deliver the instruction.
4. Begin critiquing or planning assessments that will align with their MLOs ([Unit 4](#)) and their instructional strategies/activities/resources ([Unit 5](#)).

Effective Curriculum and Instruction for Career Education

Unit 5: Select Instructional Strategies, Activities, and Resources

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: Missouri Department of Elementary and Secondary Education's Description and Requirements for Instructional Activities/Strategies (DESE Curriculum Sampler, 2003)

Example 2: Business Education's Business Technology (2004) Course, *Explore Careers in Business Teaching Points*.
(Example purpose: *The Business Technology teaching points include instructional strategies, activities, and resources that support the unit's measurable learner objectives course competencies for Business Education.*)

Example 3: Family and Consumer Sciences Education's Implementation Handbook for Family and Consumer Sciences (2003) *Food Safety and Sanitation in the Kitchen* student activities and resources.

(Example purpose: Family and Consumer Sciences includes student activities and resources in their Model Assessment guide. This emphasizes internal alignment throughout the instructional process.

Program Area Specific Examples

Missouri DESE Curriculum Sampler (2003) Instructional Activities/Strategies Descriptions and Requirements

Instructional Activities/Strategies

MSIP Standard 6.1.1 Each written curriculum guide must include instructional strategies and specific assessments (including performance-based assessments) for a majority of the learner objectives.

Instructional activities describe the specific procedures teachers use to teach the skills/concepts needed to demonstrate the stated learning objectives. Instructional activities describe the learning level of the objective and the knowledge and skills necessary for success on the assessment. The description of the instructional activity should be detailed enough to enable replication by teachers.

Instructional strategies are teaching-learning techniques or methods used to present instruction in the classroom. Examples of instructional strategies are lecture, whole-group instruction, cooperative learning, flexible grouping, one-on-one instruction, computer-assisted instruction, and hands-on activities. Reference to the instructional strategy should be included in the curriculum guide. It may be part of the description of the specific instructional activity or listed separately.

Examples of instructional activities/strategies may be found in the Curriculum Format section (DESE Curriculum Sampler, 2003).

Program Area Specific Examples: Business Education
Business Technology (Explore Careers in Business Unit)

EXPLORE CAREERS IN BUSINESS

Teaching Points

Overview

A person who prepares for the job market by exploring career options based on interests, reviewing resources for job requirements and completing and interpreting career assessment tools can better train to be the best candidate for a career in a particular business field. This assignment allows a person to use career assessment tools; select, analyze and research career options from electronic resources; and develop a career plan with consideration given to organization and writing skills.

Content Review

Review and/or teach the following with the students:

1. Topics on working and career choices
 - a. What is a career?
 - b. What is a job?
 - c. Can a job impact a career?
 - d. What is personality and how does it impact career choices?
 - e. What is aptitude and how does it impact career selection?
 - f. Can interests impact career selection?
 - g. What if something is desired other than the career indicated by assessment tools? (How does desire and will power impact career and life choices?)
 - h. How does education impact career selections, salary and advancement ?
 - i. What is involved in planning and what steps are used in planning for a career and charting activities to reach a goal (problem solving)?
2. Accuracy of grammar, spelling, punctuation and capitalization; proofreading and editing
3. Interpreting career assessment tools
4. Graphical organizers and methods to organize information over timelines
5. Using information obtained from professional and technical journals, books and electronic resources

Activity Preparation

Discuss with students preparation for a career and ways education, work history, student organizations, volunteer activities, etc. impact future employment opportunities. Have students diagram their current status (student and grade level), their perception of where they want to be in five years and activities they will have to participate in to reach that five-year goal. Some ways this information can be diagrammed are graphically, as a table or a chart, or as textual paragraphs (career development plan).

Brainstorm with the students questions that a person would want to have answered when researching a career: salary, requirements, advancement, education, working conditions, etc.

Have students use the Internet to locate various career information and tools.

- Career assessment tools
- Resources that can be used to research careers

Discuss the assignment with the students.

- Use the career assessment tools to determine career choice (career fit)
- Based on career options provided from assessment tools, select two careers to research
- Use the OOH and other resources to research careers (obtain information on various careers)

Resources

Supplies and Materials Needed

Overhead projector or appropriate equipment for reviewing
Transparencies of graphical organizers, chartings, timelines, etc.
Computers with Internet connection
Hard copies of OOH, *Dictionary of Occupational Titles* and *Missouri Works*
Hard copies of career assessment tools

Web Sites

The following Web sites provide career assessment tools:

<http://www.jobhuntersbible.com/counseling/counseling.shtml>

This site provides several career assessment and personality tools.

****The Princeton Review Quiz** (also called the Birkman Method) consisting of 24 questions

****The Career Interests Game** - - Exercises in color with career links

****The Career Key** - - This site also provides information on education beyond high school

****NOTE:** Clicking on a career area of interest links to the job title in the *Occupational Outlook Handbook*

<http://www.schoolfinder.com/careers/3step1.asp> (Consists of an 80-item questionnaire; you must register to complete the questions. **DO NOT request long report.**)

Click on a career area, and information similar to the *Occupational Outlook Handbook* will appear. A school listing will also be provided; schools are located in Canada (some even have e-tours).

<http://www.myfuture.com/career/interest.html> (Has a 60-question career assessment and a 70-item personality test)

The Career (Work Interest) Quiz: The career options link to armed forces sites and compares civilian job titles to military job titles by responsibilities and requirements.

The Personality Quiz: A preliminary report is provided, but a more extensive reports costs approximately \$14.95. A listing of “famous” people who have similar personality types are also available at this site.

<http://www.personalitytype.com>

Upon completion of this quick personality quiz, a job listing will be provided.

The following Web sites link to the *Occupational Outlook Handbook* and similar sources:

Bureau of Labor Statistics: <http://stats.bls.gov/oco/>

The *Occupational Outlook Handbook* (OOH) has information on almost every job performed in the United States as well as other countries. It provides great detail on outlook for the future as well as information on the current job market.

Missouri Works: <http://www.works.state.mo.us>

Missouri Works indicates what is happening in Missouri and also provides links to similar information as that found in the OOH. Use the following path to locate information similar to details from the *Dictionary of Occupational Titles*: Workforce Information → Labor Market Information (LMI) → Occupational Classifications. (The path may have changed since this publication, but you are looking for occupational classifications.)

America's Career InfoNet: <http://www.acinet.org/acinet/>

Using this site, go to Career Exploration then View Career Videos to learn more about nearly 300 selected occupations or see if the “Career Videos” link is available on the homepage, download real player (free) if needed. The videos are also closed-captioned.

+++++ For streaming videos on occupational areas ++++++ **(TEACHER NOTE: America's Career InfoNet can also be used to locate career information for self-assessment. CAUTION!! Most instruments have fees.)**

- Review all Web sites on assignment sheet and any selected from the resources listing below to ensure accuracy of Web addresses and changes to the site.
- List and/or collect additional Web sites or paper and pen tools on career/interest/personality/aptitude assessment. (Make necessary copies if paper assessment tools will be used.)

Books, Articles and Other Resources

NBEA. (November 1999). *Keying In*, "Online Teaching Resources" *10*(2).

NBEA. (January 1998). *Keying In*, "Electronic Resumes and Other Job Searches", p. 7.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

Career Path Planner for Secondary Students; Missouri's Career Path Series

Desborough, Kristin

Book -- 1. Explore career paths and your personality, and identify a career focus. 2. Develop skills to reach your career goals. 3. Make plans to pursue your career path interests [7015 — C&E 11.0000 CE17]

COLUMBIA, MO, INSTITUTE FOR WORKFORCE EDUCATION, 1998.

(NOTE: pp. 3-4 has a sample pen and paper career assessment tool)

Career Explorer

Hoffman, Thomas

Game -- Welcome to the world of career guidance! The objective of this game tool is to introduce your students to the career guidance process in a non-threatening and familiar way. Students will learn about career exploration. (secondary thru post-secondary) [3657 — C&E GAME 12]
CAREER EXPLORERS, 1994.

Program Area Specific Examples: Family and Consumer Sciences
Food Safety and Sanitation in the Kitchen (Model Assessments)

Implementation Handbook for Family and Consumer Sciences Food Safety and Sanitation in the Kitchen

Teacher Background Information

Foodborne illness may cause flu-like symptoms such as nausea, vomiting, diarrhea, or fever. Sometimes people may not recognize the illness is caused by bacteria or other pathogens on food. Most cases of foodborne illness can be prevented. Proper handling when cooking or processing food destroys the harmful bacteria.

Thousands of types of bacteria are naturally present in our environment. Not all bacteria cause disease in humans. For example, some bacteria are used beneficially in making cheese and yogurt. Bacteria that cause disease are called “pathogens.” When certain pathogens enter the food supply, they can cause foodborne illness.

Bacteria may be present on products when they are purchased. Raw meat, poultry, seafood, and eggs are not sterile. Neither is produce such as lettuce, tomatoes, sprouts, and melons. Foods, including safely cooked, ready-to-eat foods, can become cross-contaminated with bacteria transferred from raw products, meat juices or other contaminated products, or poor personal hygiene. Proper food handling ensures safe and sanitary kitchens.

Food safety and kitchen sanitation topics may include HACCP, food storage, cross-contamination, equipment sterilization, and foodborne illnesses. These topics and others are presented through the Internet addresses below:

Gateway to Government Food Safety Information

<http://www.foodsafety.gov/~fsg/fsghaccp.html>

Iowa State University Food Safety Project

<http://www.extension.iastate.edu/foodsafety/educate.html>

The National Food Safety Database

<http://www.foodsafety.org/index.htm>

Partnership for Food Safety Education

<http://www.fightbac.org/steps/>

USDA Foodborne Illness Education Information Center

<http://www.nal.usda.gov/fnic/foodborne/wais.shtml>

U.S. Dept of Health and Human Services

<http://www.hhs.gov/news/press/2000pres/20000316a.html>

Higher Order Thinking Skills

Analysis: Select resources for information on food safety and kitchen sanitation issues

Synthesis: Demonstrate time management techniques, prepare and present an oral presentation regarding kitchen sanitation, develop procedures for sanitizing equipment/tools

Evaluation: Recommend safe food handling and kitchen sanitation procedures

Contribution to Mastery

Process Skills

PS/A-1, PS/A-2, PS/A-3

Content Competencies included

Career and Family Leadership L-2, L-5, O-2

Child Care Provider/Assistant B-1, B-4

Food Science C-1, C-3, C-4, C-5, C-6, C-7, C-8, C-9, C-10

Nutrition and Wellness F-2, F-3

Show-Me Standards included

H/P3; 1.10, 4.7

National Family and Consumer Sciences Education Standards

2.1.3, 5.3.1, 8.2.2, 8.2.5, 8.2.8, 8.3.3, 9.2.2, 9.2.5, 14.4.1, 14.4.2, 14.4.6

Student Instructions

Scenario

You are an employee of Our Town Health Department. Your job is to inspect family and consumer sciences classrooms for kitchen sanitation and safety compliance. Next week you will be working at your own high school. The family and consumer sciences teacher has asked you to do a sanitation demonstration showing the students how quickly bacteria grow and the true cleanliness of kitchen lab surfaces. You have an entire class period to work with the students. You will need to discuss sanitation habits that students must practice in food labs.

Activity

As you prepare for your presentation, you will (a) make an agenda outlining the full presentation; (b) gather a list of current, reliable resources you can use and/or share with students; (c) prepare a 10-minute oral presentation about food safety or sanitation practices in a kitchen that focuses on one to three of the topics you would discuss in the full class period (kind of a mini-lesson); and (d) prepare a visual aid to support your oral presentation of safe food handling or sanitary kitchen procedures to prevent foodborne illness.

Product/Performance Expectations

Through this assignment you are expected to demonstrate:

- ✓ Time management skills in researching and presenting information
- ✓ Understanding reliable sources of information on kitchen sanitation and food safety issues
- ✓ Knowing food safety and kitchen sanitation procedures
- ✓ Positive communication skills through an oral presentation
- ✓ Good use of visual aids to support the oral presentation

Evaluation Criteria

- Turn in an agenda outlining a presentation for the full class period, identify topics you would discuss during this time frame, and include a bibliography of at least three sources consulted.
- Give a 10-minute oral presentation discussing one to three food safety or sanitation procedures.
- Present one visual aid such as a chart or poster to support oral presentation.

Your grade is based on the criteria listed on the scoring guide. This assignment is worth _____ points.

Effective Curriculum and Instruction for Career Education

Unit 5: Select Instructional Strategies, Activities, and Resources

Suggested Unit Assessments

Measurable Learner Objective:	Select Instructional Strategies, Activities, and Resources
Behavioral Objective:	<ol style="list-style-type: none">1. Given measurable learner objectives from a unit of instruction, the teacher will select instructional strategies consistent with DESE internal alignment requirements.2. When selecting instructional strategies, the teacher will reinforce the unit's measurable learner objectives as evidenced by basing their decisions on effective instructional practice rather than convenience.3. Given measurable learner objectives from a unit of instruction, the teacher will select instructional activities consistent with DESE internal alignment requirements.4. When selecting instructional activities, the teacher will advocate student learning as evidenced by critically choosing only those instructional activities that support the unit's measurable learner objectives.5. Given measurable learner objectives from a unit of instruction, the teacher will identify and select instructional resources consistent with DESE internal alignment requirements.6. When presenting instructional resources, the teacher will motivate the students by incorporating only relevant and authentic resources.

Learning Domain(s):	Cognitive and Affective
Assessments:	<ol style="list-style-type: none">1. Peer assessment checklist: Strategies/Activities/Resources2. Teacher daily performance work (strategy, activity, and resource development)3. Unit and final exam assessments (comprehension and evaluation level)

Peer Assessment: Evaluating Instructional Activities/Strategies/Resources
Bloom's Taxonomy Cognitive Levels Assessed: Analysis and Evaluation

Evaluate an identified curriculum of your choice (or materials developed in class) for instructional activities, strategies, and resources using the following checklist. Analyze and evaluate the component in the left-hand column against the criteria at the right.

Components	Criteria (Binary Assessment: Yes or No)
Instructional Activities	<input type="checkbox"/> Clearly describes the specific procedures the teacher will use to deliver instructional content related to the MLO. <input type="checkbox"/> Clearly describes the learning level of the MLO. <input type="checkbox"/> Clearly describes the knowledge/skills necessary for success on the unit's assessments. <input type="checkbox"/> Instructional activity is clearly stated (replicable). <input type="checkbox"/> Verb choice is consistent with learning domain specified. <input type="checkbox"/> Other:
Instructional Strategies	<input type="checkbox"/> Techniques or methods are clearly stated for the purpose of presenting instruction in the classroom <input type="checkbox"/> Methods included at least one of the following: lecture, whole-group instruction, cooperative learning, flexible grouping, one-on-one instruction, computer-assisted instruction, hands-on activities, or similar. <input type="checkbox"/> Are clearly stated as part of the activity's description or otherwise clearly stated. <input type="checkbox"/> Other:
Instructional Resources	<input type="checkbox"/> Support instructional strategies and activities <input type="checkbox"/> Represent multiple learning styles and domains <input type="checkbox"/> Other:

Unit and Final Exam Assessments: Potential Assessment Items
Bloom's Taxonomy Cognitive Levels Assessed: Comprehension and
Application

On a typed/word processed document to be attached to this sheet, choose *one* of the following MLOs to create/identify instructional activities, strategies, and resources. You may use the following resources in your work:

- DESE sample materials (cite per APA)
- School district materials (cite per APA)
- Resources@MCCE and existing content area sample materials (cite per APA)

Learner Objective: The students will disassemble and reassemble a personal computer "CPU" at the component level (within the main box).

Strategies	Activities	Resources	Notes

Learner Objective: The student will create employability documents.

Strategies	Activities	Resources	Notes