

EOCS 4350/6350 Curriculum Planning in Occupational Studies

Curriculum planning is a split level course in the professional development series that is required for all career and technical education preservice teachers. This course integrates several of the major components of contextualized learning (CTL) including inquiry-based education, project-based learning, cooperative learning, and authentic assessment. A review of the syllabus will show documentation of each of these CTL components in action.

Authentic Assessment

This course provides several opportunities for student self-assessment through the use of checklists, assignment sheets, paired and group sharing periods, and student directed activities. Students also select two forms of authentic assessment appropriate for public school students to be included in the final project (the comprehensive unit plan - CUP). One authentic assessment is evaluated using the criteria provided in the syllabus.

Cooperative Learning

Students are assigned to work in cooperative groups to accomplish a number of assigned lesson topics including classroom management models, types/kinds of teacher-prepared tests (test construction), and alternative (authentic) assessment. The community mapping group activity component of the syllabus serves as a guide to cooperative learning. The group learning log helps the group plan their work and monitor progress. Individual group member reflections provides a means of individual accountability for cooperative learning.

Inquiry-based learning

Students are required to complete one community-based activity that involve inquiry-based learning, the community mapping project. Students learn about the community, county, school, and learners by asking structured questions and obtaining information from various sources. Students must provide evidence of contact through the reference list and personal communication. Additionally, the class profile (see comprehensive unit plan assignment sheet) for the major project requires inquiry-based learning.

Project-based learning

This course contains one major project, the comprehensive unit plan (CUP). Students develop a unit of instruction for a course in their content area. The theory to practice concept is used whereby the concepts are presented in class then students use them by developing the unit of instruction. The project is described in the syllabus and an assignment sheet is provided.

COURSE SYLLABUS

*The University of Georgia
Occupational Studies - Fall Semester, 2001*

Course Title: Curriculum Planning in Occupational Studies

Course Number: EOCS 4350/6350

Credit Hours: 03
Meets 3.00 hours (1:00 - 4:00)
August 16 - November 30
Final Examination - December 10, 1:00 - 4:00

Textbook:

Freiberg, H. J., & Driscoll, A. (1998). Universal Teaching Strategies. Boston: Allyn and Bacon.

Wong, H. K., & Wong, R. T. (1998). How to be an Effective Teacher: The First Days of School. Mountain View, CA: Harry K. Wong Publications, Inc.

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Course Description

The primary purpose of this course is to determine curriculum content and plan instructional programs. This course emphasizes the practical aspects of a curriculum such as courses of study (course descriptions, course outlines, unit plans, lesson plans, and supporting instructional materials). Courses that emphasize curriculum product development are highly structured and carefully sequenced which is the case with this course.

Course Goals

1. Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
2. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
3. Understands role of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
4. Understands individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (classroom management).

Course Instructional Objectives

The Basic Curriculum student will be able to:

1. Define contextual teaching and learning as a basis for curriculum planning.
2. Define curriculum and discuss the levels, approaches, and types of curriculum.
3. Describe the role and interaction of content, context, and learner in delivering curriculum.
4. Examine curriculum guides and curriculum frameworks for organization and content.
5. Become familiar with state (QCC) and national standards.

6. Determine how state and national standards apply to planning.
7. Develop a unit plan and describe its purpose in planning to teach.
8. Prepare appropriate goals, generalizations, and concepts.
9. Write instructional objectives for a unit of instruction and a daily lesson using Bloom's taxonomy as a guide.
10. Compare and contrast models of instructional design (lesson plan formats or models).
11. Discuss and use the elements of instructional design.
12. Describe the functions and stages of planning.
13. Identify designs/plans (yearly, unit, weekly, daily) for various time periods.
14. Identify and analyze different learning styles.
15. Explain and illustrate the relationship between Bloom's taxonomy, and instruction and assessment.
16. Recognize advantages, disadvantages, strengths, and weaknesses of selected kinds of tests.
17. Develop a table of specification based on a unit of instruction.
18. Construct kinds of tests using appropriate guidelines.
19. Discuss alternative methods of assessment.
20. Find and evaluate an alternative assessment approach (form).
21. Distinguish between classroom management and discipline.
22. Discover and analyze the dimensions of classroom management.
23. Describe the advantages and disadvantages of various classroom management models.
24. Evaluate the effectiveness of classroom management models.
25. Show how technology is used to enhance curriculum.
26. Adapt curriculum plans to meet diverse needs of learners.
27. Develop a syllabus for a selected course.
28. Summarize characteristics of professional and youth organizations.
29. Become familiar with and examine examples of instruction sheets, modular materials, and individualized instruction modules.
30. Review and discuss initiatives and legislative mandates that impact curriculum.

Terminal Objective:

1. Design a comprehensive unit plan of instruction which includes: a class profile, class schedule, yearly plan, scope and sequence, block plan, weekly plan, goals, focusing generalizations, concepts, instructional objectives, teaching/learning activities, lesson plans, teacher-prepared and commercial materials, formal assessment, and evaluation.

Content

- I. Content Selection
curriculum guides, quality core curriculum, standards (national, state) textbooks, supplementary materials
- II. Planning
Goals, objectives, generalizations, etc.
- III. Student assessment
test construction, authentic assessment, grading criteria
- IV. Classroom management
- V. Learning Styles
- VI. Professional organizations/Learned Societies

COURSE ASSIGNMENTS AND GRADING

This course will require extensive in-and out-of-class preparation. The following learning activities are required for successful course completion:

Assignment	Possible Points
Comprehensive unit plan (CUP)	40
Community Mapping (Group)	10
Final exam (in class, objective, comprehensive)	40
Weekly Reflective Journals	10

Total points possible 100

Grading Scale
92 - 100 A
85 - 91 B
75 - 84 C
65 - 74 D
Below - 64 F

Note: Class Attendance is extremely important. As a preservice teacher, I expect you to attend every class. Absences or tardiness significantly interfere with your ability to attain stated course objectives. Final grades will be lowered one grade level for excessive absence (2 or more times during the semester) and tardiness (arriving late and/or leaving early).

COURSE ASSIGNMENTS

1. **Comprehensive Unit Plan (CUP).** Assignment sheet provided.

Part X in CUP. **Alternative (Authentic) Assessment.** Locate and select two forms of alternative assessment that can be used in your unit of instruction. These alternative assessments should be national/state developed and published (pilot tested). Using the following criteria, evaluate one of the three that especially appeal to you. These alternative assessment forms should be grade level appropriate and free of markings. Include the following items in your evaluation: Description of the assessment. What was the intended purpose/use of this assessment? What are the advantages of using the assessment in a given class? Now, project some disadvantages of using this assessment in the class stated above. If this assessment was used in your classroom, what are some modifications you foresee?

Part XI in CUP. **Formal Assessment.** This assignment includes constructing different types/kinds of test. After research, presentations, and class discussions, you will be able to develop a teacher-made test. Your unit exam/test should include the following items: 5 multiple choice, 10 matching, 5 true-false, 5 short answer/completion, and 1 essay.

Part XIII in CUP. **Course Syllabus.** In the preparation of your course syllabus, include the following items listed below.

- *Course title, school and school year
- *Course description
- *Topics covered
- *Length of course
- *Instructional Philosophy (How will the course be delivered?)
- *Major course goals (2)
- *Major course projects (1)
- *Attendance requirements
- *Policy on Tardies (class rather than school)
- *Grading (Plan for student evaluation)
- *Class Rules (2 to 5)
- *Additional item (Personalized)

2. **Community Mapping (Group Project).** Assignment sheet will be provided.

3. **Mid-term exam** (comprehensive, 50 items, and objective).

4. **Final exam** (comprehensive, 50 items, and objective).

All assignments should be typed/word processed, double-spaced, written in narrative form, and use APA when appropriate.

Tentative Course Schedule

<u>Date</u>	<u>Lesson Topic/s</u>	<u>Chapter</u>	<u>Instructional Strategy</u>
August 16	Orientation to course Theory to Practice Model of Teacher Development The Four Stages of Teaching The Research Process Curriculum Development Process Interaction of content/context/learner Curriculum Definition, Approach, Levels, Kinds, Products Quality Core Curriculum Website: http://admin.doe.k12.ga.us/ Curriculum Frameworks (Website: http://gavotech.org) National Standards	Unit A Unit A Ch. 1	Teacher directed
August 17	Planning Defined, Functions, Planning Phases GA State Curriculum (examine) Curriculum Products (examine)	Ch. 2	Teacher directed
August 20	Curriculum Components Class Schedule, Yearly Plan, Scope and Sequence, Block Plan Designs for Varied Time Periods Elements of Instructional Design (unit plan or unit of instruction) Goals, terms, objectives, teaching and learning activities Writing and Sharing elements of instructional design	Ch. 3	Teacher directed
August 21	Designs for Varied Time Periods Weekly Plan, Models of Instructional Design (Daily Plan) Lesson Beginnings and Endings Personalizing Your Design Class Profile	Ch. 3	Teacher directed
August 22	Designs for Varied Time Periods Sharing Learning Styles	Ch. 3 Ch. 5	Teacher-student Directed
August 23	Course of Study SREB Course Syllabus		Teacher-student Directed
August 24	Professional Ethics Initiatives and Mandates in Career and Technical Education Industry Certification Funding (vocational)	Unit E	
Sept. 7	Classroom management	Ch. 6, Unit C	Student directed

Sept. 14	Classroom management	Ch. 5	Student directed
Sept. 21	Classroom management	Ch. 5	Student directed
Sept. 28	Test construction (writing/evaluating)	Ch. 14	Student directed
Oct. 5	Test construction (writing/evaluating) Alternative Assessment Due	Ch. 14	Student directed
Oct. 12	Alternative (authentic) Assessment Mid-term Exam	Ch. 14	Student directed
Oct. 19	Curriculum Management		Student directed
Nov. 2	Curriculum Management		Student directed
Nov. 9	Curriculum Management		Student directed
Nov. 16	Modular Materials/ Instruction Sheets Community Mapping Project Due		Teacher-student Directed Thematic Units
Nov. 30	Professional Organizations Putting it all together Comprehensive Unit Plan (CUP) due		Teacher-student Directed
Dec. 10	Final Exam		

COMPREHENSIVE UNIT PLAN (CUP) Assignment Sheet

Prepare and submit one typed copy of your unit of instruction in a three-ring binder that contains the following components:

- I. Title page
 - _____ A. Topic (title of unit), Subject, and Grade Level
 - _____ B. Your name, course, date, instructor (bottom of page)
- II. **Class Profile (Description of Class)**
- III. Curriculum Components
 - _____ A. Class Schedule (List of Classes)
 - _____ B. Yearly Plan/Course of Study (Title of unit and number of weeks)
 - _____ C. Scope and Sequence (Outline of what and when)
 - _____ D. Block Plan (1 month calendar)
 - _____ E. Weekly Plan (List of daily topics for at least 5 days)
- IV. Unit Goals (Cognitive and Affective)
- V. Vocabulary (10-20 concepts/words/phrases)
- VI. Unit objectives - think long term (6-10 objectives)
 - _____ A. Objectives stated in measurable terms
 - _____ B. Labeled with domain and level (one must be in the affective domain and at least two must be higher than comprehension on the cognitive domain)
- VII. Teaching/Learning Activities (at least 10)
- VIII. Lesson Plans (at least 2 consecutive days)
 - _____ A. Two fully completed lesson plans (no test days)
According to a format provided in class (50 min. and 90 min. time frames)
 - _____ B. Include appropriate QCC objective/s.
- IX. Aids and Materials (teacher and commercial prepared worksheets, games, assignments, and any other activities that will be used with the lesson plans)
 - _____ A. Teacher prepared materials (at least two)
 - _____ B. Commercially prepared materials (at least two)
- X. Alternative (Authentic) Assessments
- XI. Formal Assessment and Evaluation (variety of formats and items)
 - _____ A. Attach test and answer key.
- XII. Course Syllabus
- XIII. Curriculum (Unit) Evaluation
- II Reflection Paper

Only typed units will be accepted. Points will be subtracted for a unit with spelling or mechanical errors.

Reflection Paper

Prepare and submit a reflection paper on the course. This part of the assignment is included for reflection and reaction. Consider addressing the following statements or create your own statements.

The main thing I'll remember or have learned is . . .

A new insight or discovery is . . .

I really understood . . .

I'm am not sure about . . .

Something I can use beyond school is . . .

Challenges for Curriculum Development

As you enter the teaching profession, you should accept the following challenges:

1. Develop complete courses of study for each course you teach.
2. Work collaboratively with other teachers in developing curricula and curriculum materials such as courses of study, unit plans, lesson plans, self-paced modules, instruction sheets, etc.
3. Incorporate "life skills" or "functional skills" into your curriculum.
4. Consider organizing instruction around thematic units that are "real life" situations.
5. Include the four skill development areas of academic skills, vocational/technical skills, employability skills, and life-coping skills in your program, course, unit, and lesson plan goals and objectives.
6. Continue to be actively involved in staff development and personal development activities so you can serve as a model for your students.
7. Develop a variety of instructional materials and strategies to meet the various learning styles of students and to provide them with the time to develop solid understanding of important content and the skills required to be successful in life.
8. Demonstrate a caring attitude toward colleagues in education and students.
9. Establish and maintain a learning community environment in your classrooms and laboratories where making mistakes are expected and learning from them is valuable.
10. Try to connect your curriculum and instructional activities with other teachers so that students will have a more integrated curriculum.
11. Develop lesson plans and self-paced learning packages using curriculum guides, unit plans, and task detailing sheets along with other instructional materials such as text and reference books, mediated instructional materials, etc.
12. Begin lesson plans with clear, meaningful objectives and an introduction which includes real world experiences.
13. Connect instruction from day to day by indicating what occurred the previous day, what will occur today, and what will happen tomorrow.
14. Structure learning activities so as to maximize the possibility of transfer of learning.
15. Make your learning activities meaningful, not easy.
16. Expect students to correct their own work before checking it for them. This means teachers must design self-checking capability into instructional materials.

17. Avoid simply giving students the correct answer or solving a problem for them. Instead, guide them so they discover the correct response for themselves.
18. Identify the facilities, tools and equipment, and materials you need to support a quality instructional program and be persistent in requesting them.
19. Implement the rule of spending someone else's money to support your instructional program.
20. Don't accept the phrase "I can't" because that is just another way of saying "I won't try."
21. At the end of each major learning activity, require student to reflect on what they have learned and how they felt about it before they began, during the activity, and presently.
22. Give yourself time to develop a quality instructional program. It normally takes three years or more before new teachers begin to feel somewhat comfortable with their instructional program. Teachers should never feel totally comfortable with their curriculum because it must be dynamic and that means continuous change.

EOCS 4350/6350
CURRICULUM PLANNING IN OCCUPATIONAL STUDIES

Community Mapping Group Project
Assignment Sheet

Introduction

In this assignment, you will gather information on a county, community, and school to determine the educational needs of learners in your occupational area. The purpose of this assignment is to help preservice teachers discover and think about the resources in a community, learn about businesses and occupations that exist in the community, and use their inference skills. In a cooperative group of three or four individuals in your occupational area, research and map a community in a public school system of Georgia. Your group will organize by assigning roles and perhaps dividing responsibilities for the research and development phase of the group project. Time will be provided during class for you to do group work.

This assignment is completed in three parts. In Part I, you will identify a *county* in Georgia then select a *community* and *school* within the county. You will gather information on the content and learners in that school, and thoroughly examine the context (the county, community, and, school). In Part II, you will develop a project or activity connecting the content in your occupational area to the needs of the learners and resources in the community. Your group project should meet the criteria provided. In Part III, you will determine and explain the principles of contextual teaching and learning that were used in developing and implementing your project.

You will also include a short summary of group processing information which informs the reader how the group was organized, how they worked together, and how they achieved group goals, and how they felt about the cooperative learning group project.

Note: This assignment has undergone changes since its inception, Fall 2000. The title has changed as well as the format and criteria. A sample project is attached.

Community Mapping Job Description

There are four major roles for this assignment. Those roles are project director, content specialist, context analysis, and learner diagnostician. Students will be assigned a role based on their interest and needs of the group. If the number of students vary in a group, roles will be reassigned. Use all available resources to complete your assignment.

Role	Responsibility
Project director	Lead the group in major decision making such as the selection of a county and school and the assignment/division of roles and responsibilities. During group meetings, facilitate the discussion and check on progress. Complete a copy of the group activity learning log for each group meeting (a copy of the learning log is attached).
Content specialist	Collect data on your occupational area. Organize and present data in an easy to follow and understandable format. You will also gather data on the department of the school that your group selected. As you conduct your research of the department, it may be helpful to know the professional backgrounds of teachers (however, this is optional).
Context analyst	The more you know. As context analyst, you will explore and examine the various aspects of the community and the school. You make chose to present your data with graphs, tables, and or charts. The project director will assist you with your duties.
Learner diagnostician	You will use the questions provided to determine the characteristics of learners in your chosen school. Gather and present data on learners in the career and technical education program as well as your occupational area.

Community Mapping
Part I
Assignment

Directions: Use the questions listed below to guide your research for the development of this assignment. The questions listed below should be used to help you collect and organize your information. However, your final copy of the assignment should be written in narrative form using APA and documented as needed. You make chose to use diagrams, tables, and charts to illustrate and help the reader understand your data.

Content Specialist:

1. What are the goals and purposes of your occupational area? Describe in detail.
2. What is the philosophy for your occupational area as determined by the State Department of Education?
3. How is your department organized? In your description include number of teachers, number of students (last three years), ratio of male/female students, educational background of teachers (optional), and teaching experience of teachers.
4. What courses are offered in your department? Year? Semester? Explain.

Community Mapping

Part I

Assignment

Directions: Use the questions listed below to guide your research for the development of this assignment. The questions listed below should be used to help you collect and organize your information. However, your final copy of the assignment should be written in narrative form using APA and documented as needed. You make chose to use diagrams, tables, and charts to illustrate and help the reader understand your data.

Context Analysis and Project Director:

A. Community Data

1. Where is your community located, geographically? County? Provide a snapshot of the setting and be careful to include pertinent information about the metropolitan area.
2. What is the ethnic composition of the community?
3. What are the sources of income for people living in the community?
4. How is the income distributed?
5. What are the major employers in the area?
6. What are the major occupations of people in the community?

B. School Data

1. What is the history of the school (the last two decades)?
2. What is the philosophy and purpose/s of the school?
3. Does the school have a mission? If so, provide.
4. What are the goals of the school? Are they different from the purpose/s and or mission?
5. What is social economics status (SES) data of the school?
6. What are the major student activities (academic, co-curricular, and athletic)?

Community Mapping

Part I

Assignment

Directions: Use the questions listed below to guide your research for the development of this assignment. The questions listed below should be used to help you collect and organize your information. However, your final copy of the assignment should be written in narrative form using APA and documented as needed. You make chose to use diagrams, tables, and charts to illustrate and help the reader understand your data.

Learner Diagnostician:

1. What is the grade point average of the school, career and technical education department, and your occupational area? You may provide the percent of students on the A Honor Roll and the B Honor Roll.
2. Are the students in your occupational area reflective of learners in the school's population? Explain.
3. How many (percent) learners go to a four-year college, technical college, armed forces, and directly into the workforce?
4. What percent of graduating seniors receive the HOPE scholarship?
- V. How many students are there in your occupational area? Provide enrollment by age, sex, and race.
6. What is the enrollment in career and technical education? Provide enrollment by age, sex, and race.

Community Mapping

Part II

Project

Directions: Based on what you know about the content, context, and learners in your chosen school, contextualize your teaching by developing one contextual teaching and learning project/activity. That is, use the available resources in the community to make teaching and learning relevant to a work context or other real-life setting (bring the community to your classroom or take your classroom to the community resource). Use the questions listed below to guide the development of your project or activity.

- II What is the name of the project or activity you plan to develop?

2. What is the situation or problem you wish to address?

3. How would you describe the project or activity?

4. What are the goals and objectives for this project/activity?

5. What topic/s or content do you plan to cover?

6. Do you have a time schedule (scope and sequence, block plan, weekly plan)? Explain and provide.

7. What are the guidelines for carrying out the project? Specify in detail.

8. How do you plan to evaluate students? Explain and provide evaluation device.

9. Do you plan to evaluate the project/activity? If yes, how?. If no, develop a plan to evaluate.

Community Mapping

Part III

Contextual Teaching and Learning Principles

Directions: Review and reflect on the project or activity you developed for this assignment. Use the questions listed below to complete this part of the assignment. Be careful to integrate the research and professional literature on contextual teaching and learning in your responses.

1. Why is the project or activity you developed and implemented contextual teaching and learning? Explain in detail using the knowledge base (give special attention to the definitions and basic principles) on contextual teaching and learning.

2. How is this project different from a traditional project?

3. What are strategies you used in this project that characterize contextual teaching and learning? Explain how strategies are used.

EOCS 4350/6350
CURRICULUM PLANNING IN OCCUPATIONAL STUDIES

Community Mapping Group Project

Group Activity Learning Log

Group Members Present:

Date:

Individual Group Member Progress Reports:

Ideas Generated:

Observations made--What Happened:

Emotions/feelings

Questions? Problems Still Unresolved:

Summary of Group Activity For This Session:

Individual Member Assignments/Expectations for Next Group Meeting: