


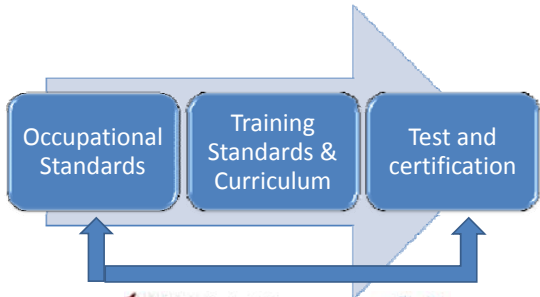
# Turn Standards Into Curriculum

Dr. Kitty Manley, Professor  
Ferris State University  
Director, Michigan Center for CTE



2/8/2010 1


# Curriculum Process



2/8/2010 2


# Perkins IV and data requirements

Common Standards	Common Assessments	Programs of Study
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2/8/2010 3

# 3 types of content

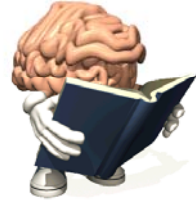



Cognitive Psychomotor Affective




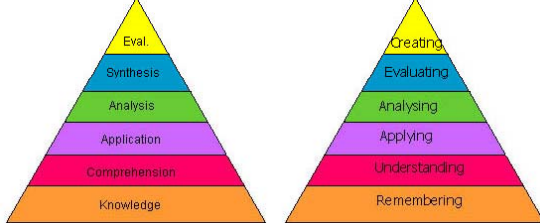
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# Knowledge Taxonomy


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# Bloom (1956) Knowledge Taxonomy

Old Version New Version

As Revised by Anderson, Lorin, 2001



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### Old Bloom to New Bloom

Original Domain		New Domain
• Evaluation	➤	•Creating
• Synthesis	➤	•Evaluating
• Analysis	➤	•Analyzing
• Application	➤	•Applying
• Comprehension	➤	•Understanding
• Knowledge	➤	•Remembering

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### Bloom's Taxonomy Verbs

Knowledge—recall	Comprehension—translate	Application—generalize	Analysis—break down	Synthesis—compose	Evaluation—judge
Define	Convert	Apply	Breakdown	Construct	Argue
Describe	Defend	Compute	Diagram	Combine	Compare
Identify	Distinguish	Demonstrate	Differentiate	Compile	Conclude
Label/Name	Estimate	How to	Discriminate	Compose	Contrast
List	Explain	Manipulate	Categorize	Create	Criticize
Match	Extend	Illustrate	Identify	Design	Discriminate
Memorize	Generalize	Operate	Illustrate	Explain	Explain
Outline	Give example	Predict	Infer	Generate	Justify
Reproduce	Identify	Prepare	Outline	Modify	Judge
Select	Infer	Produce	Point out	Organize	Rate
State	Paraphrase	Relate	Select	Plan	Summarize
	Report	Show	Separate	Reconstruct	Support
	Rewrite	Solve	Subdivide	Revise	Pros/cons
	Summarize	Use	Refute	Propose	Predict

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### Psychomotor

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### Psychomotor Domain (Dave, R.H., 1975)

- Imitation** - observes skill and attempts to repeat it
- Manipulation** - performs skill according to instruction rather than observation
- Precision** - reproduces a skill with accuracy, proportion, and exactness; usually performed independent of original source
- Articulation** - combines more than one skill in sequence with harmony and consistency
- Naturalization** - completes one or more skills with ease and becomes automatic with limited physical or mental exertion


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Level	Definition	Possible Verbs
1. Imitate	Observe a skill and attempt to repeat it, or see a finished product and attempt to replicate it while attending to an exemplar.	Attempt, copy, duplicate, imitate, mimic
2. Manipulate	Perform the skill or produce the product in a recognizable fashion by following general instructions rather than observation.	Complete, follow, play, perform, produce
3. Precision	Independently perform the skill or produce the product, with accuracy, proportion, and exactness; at an expert level.	Achieve automatically, excel expertly, perform masterfully
4. Articulation	Modify the skill or produce the product to fit new situations; combine more than one skill in sequence with harmony and consistency.	Adapt, alter, customize, originate
5. Naturalization	Completion of one or more skills with ease and making the skill automatic with limited physical or mental exertion.	Naturally, perfectly


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### Psychomotor Domain Verbs

Imitation	Manipulation	Precision	Articulation	Naturalization
Alternate	Grind	Coordinate	Adjust	Create
Change	Saw	Manipulate	Correct	Formulate
Copy	Clean	Setup	Adapt	Generate
Exchange	Make	Regulate	Convert	Form
Fill in	Hook	Measure	Alter	Design
Replace	Stir	Integrate	Combine	Invert
Restore	Drill	Combine	Fit	Construct
Substitute	Start	Correct		Develop
Switch				
Trade				



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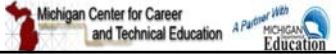
### Affective Content




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### Krathwohl's (1964) affective domain taxonomy




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### Affective Domain

- Receiving** • aware of; passively attending to certain phenomena and stimuli
- Responding** • complies to gives expectations by attending or reacting to stimuli or phenomena
- Valuing** • displays behavior consistent with single belief or attitude in situations where s/he is not forced to comply or obey
- Organizing** • committed to set of values as displayed by behavior
- Characterizing** • total behavior is consistent with values internalized

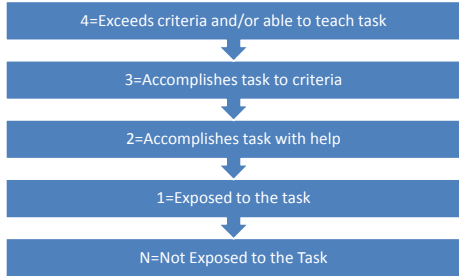

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### Affective Domain Verbs

Receiving	Responding	Valuing	Organizing	Characterizing
Ask	Answer	Complete	Adhere	Act
Choose	Assist	Describe	Alter	Discriminate
Describe	Comply	Differentiate	Arrange	Display
Follow	Conform	Explain	Combine	Influence
Give	Discuss	Form	Compare	Listen
Hold	Greet	Initiate	Complete	Modify
Identify	Help	Invite	Defend	Perform
Locate	Label	Join	Explain	Propose
Point to	Practice	Propose	Integrate	Question
Select	Present	Read	Modify	Revise
Reply	Recite	Select	Organize	Solve
	Report	Share	Synthesize	


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### Gap Analysis Levels




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## Segmenting

Slice Standards into Segments

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### 52.0299 BUSINESS ADMINISTRATION, MANAGEMENT & OPERATIONS Segment Titles

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### 52.0299 BUSINESS ADMINISTRATION, MANAGEMENT & OPERATIONS

Segment	Pre	1	2	3	4	5	6	7	8	9	10	11	12	13	Post
<b>Microsoft Office Specialist (MOS)</b>															
4															
<b>Other Business Administration, Management, and Operations</b>															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
Post															

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### Teacher Cadet Allocation

Segment	Teacher Cadet	Foundation	Pathway	Technical	Michigan Career & Employability	Total	%
0 Pre		1	0	0	48	49	14%
1 Growth & Development		10	0	3	15	28	8%
2 Management		7	6	2	2	17	5%
3 Learning & Instruction		10	7	1	0	18	5%
4 Curriculum		0	14	1	0	15	4%
5 Assessment		5	2	1	0	8	2%
6 Diversity		5	2	2	4	13	4%
7 Professional Collaboration		6	11	1	15	33	10%
8 Applied Learning and Field Experience		12	20	1	19	52	15%
9 Workplace Behaviors		4	0	0	15	19	6%
10 Technology—Legal Issues		21	0	0	13	34	10%
11 Career Planning		4	0	1	14	19	6%
12 History		0	0	2	0	2	1%
13 Post		28	7	0	0	35	10%
<b>TOTAL</b>		<b>113</b>	<b>69</b>	<b>15</b>	<b>145</b>	<b>342</b>	<b>100%</b>

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### Current Graphics Segments

Current Segments	10.0301 Graphics & Printing Technology and Communications	Arts, A/V Technology & Communication Cluster Foundation	Printing Technology Pathway	Michigan Customized Technical Standards	MI Career and Employability and Technology Standards	Total	Percent of Total
0 Pre		40			72	112	24%
1 Industry Overview		21	2	9	19	51	11%
2 Safety		11		9	3	23	5%
3 Workplace Skills		21		10	21	52	11%
4 Applied Academics		16		19	6	41	9%
5 Project Management		6	4	12	19	41	9%
6 Visual Literacy		9		12	2	23	5%
7 Document Design		2	3	32	2	39	8%
8 Image Acquisition and Manipulation		4	2	12	18	4%	
9 Image Output			6	8		14	3%
10 New Media		6		9		15	3%
11 Imaging Technologies			4	12		16	3%
12 Finishing Processes			3	8		11	2%
13 Post		5				5	1%
<b>TOTAL</b>		<b>141</b>	<b>24</b>	<b>152</b>	<b>144</b>	<b>461</b>	<b>100%</b>

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### BMA—Number of Standards (performance elements)

Seg	Technical	Pathway	Foundation	Career & Employability	Total	%	
Pre				54	54	9%	
1 Essential Business Skills	31	3	19	18	71	12%	
2 Essential Employment Skills	0	3	7	22	32	5%	
3 Excel	26	0	5	6	37	6%	
4 Professional Development	0	3	20	26	49	8%	
5 Access	24	3	3	0	30	5%	
6 Information Management	6	0	12	0	18	3%	
7 Entrepreneur	0	0	33	13	46	8%	
8 Advanced Applications	87	0	0	0	87	15%	
9 Financial Analysis and Economics	0	3	26	0	29	5%	
10 Operations and Business Processes	0	7	15	0	22	4%	
11 Business Law	0	1	15	17	33	6%	
12 Strategic Management	0	11	21	9	41	7%	
Post		0	4	38	0	42	7%
<b>TOTAL</b>	<b>174</b>	<b>38</b>	<b>214</b>	<b>165</b>	<b>591</b>	<b>100%</b>	

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### Estimate Clock Time by Segment

Segment	Title	Clock Hours
1	Essential Business Skills	40
2	Essential Employment Skills	20
3	Excel	80
4	Professional Development	100
5	Access	25
6	Information Management	60
7	Entrepreneur	25
8	Advanced Applications	100
9	Financial Analysis and Economics	50
10	Operations and Business Processes	20
11	Business Law	25
12	Strategic Management	70

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### By Segment

Identify Power Standards

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### 3 Options

1. For Each Segment, Develop Each Power Standard into a Lesson
2. For Each Segment, Conduct Gap Analysis of Existing Training
3. Develop Custom Integrated Units by Segment

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### Teachers Do 3 Things

Plan

Deliver

Evaluate

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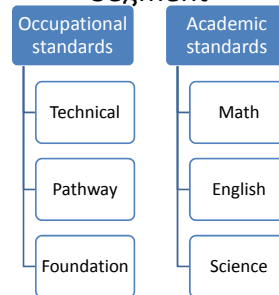
### Option 1

For Each Segment, Develop Each Power Standard into a Lesson and Integrate Other Standards and Academics

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### Compile Standards and Content By Segment



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			Microsoft Office Specialist (MOS)	PS	
			Microsoft Office Specialist Exam Skill Standards: Word 2003 Expert		Technical Standards
	A		Formatting Content		Technical Standards
		1	Create custom styles for text, tables, and lists	x	Technical Standards
			From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.		Technical Standards
			English Expectations - CE.1.2.8		Technical Standards
			Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations.		Technical Standards
			English Expectations - CE.1.5.3		Technical Standards
			Use technology tools to produce polished written and multimedia work.		Technical Standards
			English Expectations - CE.1.5.4		Technical Standards
		2	Control pagination		Technical Standards
			Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations.		Technical Standards
			English Expectations - CE.1.5.3		Technical Standards
			Use technology tools to produce polished written and multimedia work.		Technical Standards
			English Expectations - CE.1.5.4		Technical Standards
		3	Format, position, and resize graphics using advanced layout features		Technical Standards
			Organizing Content	x	Technical Standards
	B		Organizing Content		Technical Standards
		3	Modify table formats		Technical Standards
		5	Use automated tools for document navigation		Technical Standards
	C		Formatting Documents		Technical Standards
		2	Create and modify document background		Technical Standards
	E		Customizing Microsoft Word		Technical Standards
		2	Customize menus and toolbars		Technical Standards
		3	Modify word technical education		Technical Standards

## Plan-Deliver-Evaluate

	PLANNING-- Great Ideas for Textbooks, Software, Instructional Materials	DELIVERING-- Great Ideas for Class Activities, Projects, Labs	EVALUATING-- Great Ideas for Assessment (Rubrics, types of, etc.)
1	Textbook Jones, Chapter 4	Have them work the problems at the end of the chapter	
2		Inventory and Stocking Lab—Jane will e-mail to everyone; Include invoice for Math reinforcement	Rubric to measure activity— Mary will post

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## Lesson Plan Development

Student Version

Instructor Version

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## Discussion—Option 1

Pro's

- Standardized Format
- Development Can Be Shared Across Schools
- Content Shared Among Schools

Con's

- Feasible?
- Is this the best way to deliver the content?

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## Option 2

For Each Segment, Conduct Gap Analysis Of Existing Curriculum

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## Conduct Gap Analysis of Available Curriculum Materials

		3D DESIGN	Gap	Instructor Developed	McGraw Hill book	NBEA book	Microsoft	Pearson Book
B.	15	Demonstrates knowledge of 3D best practices						
	a	Properly use datum planes/axes		Intro	x	Adv	Adv	Adv
	b	Properly use formulas to create a parametric part				x	Adv	x
	c	Design towards nominal dimensions to allow for tolerances during manufacturing process			x	x	Adv	x
	d	Create top down assembly				x	Adv	x
	e	Use annotated 3D part (define critical features) using text to facilitate downstream mfg. and understand design intent				x	Adv	x
	f	See base shapes that created 3D part		x				x
	g	Proper use of primitives (cube, cylinder, torus, boss, pad, etc.)	Gap					
	h	Fully define model			x	Adv	x	
	i	Proper order of operation creating features				x	Adv	x

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### Compare Existing Curriculum Content to Required Standards

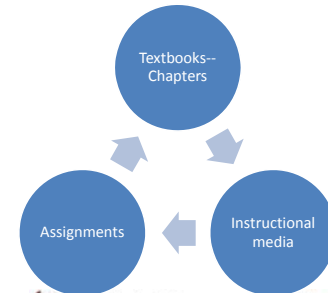
A.		BASIC 2D DRAFTING	Gaps	Microsoft
1		Demonstrate freehand sketching (paper or CAD)		x
	a	Demonstrate knowledge of manual drafting equipment		x
	b	Use measuring scales		x
	c	Use drafting instruments		x
	d	Demonstrate knowledge of line types (hidden, phantom, center, etc.)		x
	e	Prepare title blocks and other drafting formats	Gap	
	f	Use various freehand styles		x
	g	Prepare axonometric, oblique and perspective sketches		x
	h	Prepare charts, graphs and diagrams		x
4		Create auxiliary views in CAD software		x
	a	Prepare drawings containing		Intro
		-primary auxiliary views		Intro
		-auxiliary views that include curved lines		Intro
		-auxiliary sections		Intro
5		Perform basic dimensioning in CAD software		x
	a	Prepare drawings containing		Intro
		-linear		Intro
		-angular		Intro

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### Select BEST Teaching Resources



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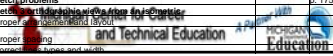


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### Use BEST Instructional Materials to Design Training Objectives—Segment 1

Chapter	Segment 1: Drafting Instrument, Lettering and Sketching	Standard	Textbook	Domain
Chapter 10	1	Identify common drawing media (pencils, papers and films)	A1	10.2Cognitive
	2	Identify common drawing equipment (drafting machine, triangles, protractors, instrument set, compass, divider)	A1b, A1c	10.3Cognitive
	3	Identify types of lines (horizontal, vertical, irregular curves, erasing lines)	A1d	10.4Cognitive
	4	Identify scales for measuring lengths and sizes (architects' scale, engineers' scale, English system of units, Metric systems of units, metric scales, metric symbols, scale conversions)	C23a, A5a	10.5Cognitive
	5	Identify presentation of drawings (A through E)		10.6Cognitive
Chapter 11	1	Identify lettering tools	A1f	11.2Cognitive
	2	Identify the use guidelines for lettering	A1f	11.3Cognitive
	3	Identify the use of Gothic lettering	A1f	11.4Cognitive
	Job 1	Draw the alphabet and numerals using Gothic lettering, vertical, uppercase letters and using guidelines		Psychomotor
Chapter 13	Job 2	Draw the alphabet and numerals using Gothic lettering, inclined uppercase letters and using guidelines		Psychomotor
	1	Describe shapes and sketching techniques	A1g	13.2 and 13.3 Cognitive
Job 4	2	Sketch six view, three-view	A1g	13.4 and 13.5 Cognitive
	3	Identify circular features	A1h	13.6Cognitive
	4	Sketch obliques and isometrics	A1g	13.7 and 13.8 Cognitive
	Sketch problems		b, 175-177	Psychomotor

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### Discussion—Option 2?

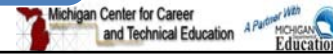
Pro's

- Efficient Use of Existing Curriculum

Con's

- Adapting curriculum materials can be more difficult than developing new

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### Option 3

Develop Custom Integrated Units by Segment

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### Segment 1—BMA Knowledge Level 1

	Knowledge	Segment 1	Type
I	Microsoft Office Specialist Exam Skill Standards: Word 2003 Expert	1	Technical Standards
III	Microsoft Office Specialist Exam Skill Standards: PowerPoint 2003	1	Technical Standards
III	Pathway Topic: Information Management	1	Pathway Standards
I	Cluster Topic: Communications	1	Foundation Standards
V	Cluster Topic: Problem Solving and Critical Thinking	1	Foundation Standards
VII	Cluster Topic: Safety, Health, and Environmental	1	Foundation Standards

**Focus on Power Standards but Don't Forget the Essential Pathway and Foundation Content**

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**Segment 1—BMA**  
**Knowledge & Skill Levels 1 and 2**

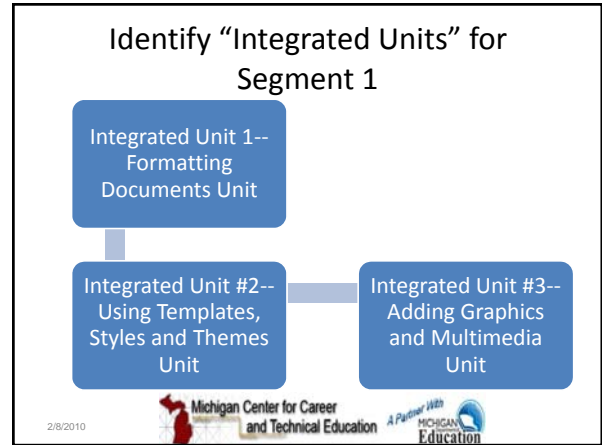
	Knowledge & Skills	Seg	
I	Microsoft Office Specialist Exam Skill Standards: Word 2003 Expert	1	Technical Standards
A	Formatting Content	1	Technical Standards
B	Organizing Content	1	Technical Standards
C	Formatting Documents	1	Technical Standards
E	Customizing Microsoft Word	1	Technical Standards
III	Microsoft Office Specialist Exam Skill Standards: PowerPoint 2003	1	Technical Standards
A	Creating Content	1	Technical Standards
B	Formatting Content	1	Technical Standards
D	Managing and Delivering Presentations	1	Technical Standards
III	Pathway Topic: Information Management Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making	1	Pathway Standards
A	Cluster Topic: Communications	1	Foundation Standards
I	Cluster Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information	1	Foundation Standards
A	Cluster Topic: Problem Solving and Critical Thinking	1	Foundation Standards
V	Cluster Knowledge and Skill Statement: Applies problem-solving and critical-thinking skills to help grow the business and/or to resolve workplace conflict	1	Foundation Standards
A	Cluster Topic: Safety, Health, and Environmental	1	Foundation Standards
VII	Cluster Knowledge and Skill Statement: Implements safety, health, and environmental controls to enhance productivity in business management and administration	1	Foundation Standards
A	APPLIED ACADEMIC SKILLS	1	MI Career & Employ
2/8/2010	PERSONAL MANAGEMENT	1	MI Career & Employ
E	TEAMWORK	1	MI Career & Employ

**Segment 1-BMA**  
**Includes Performance Indicators--Level 3**

		Microsoft Office Specialist Exam Skill Standards:		
I		Word 2003 Expert	1	Technical Standards
A		Formatting Content	1	Technical Standards
	1	Create custom styles for text, tables, and lists	1	Technical Standards
	2	Control pagination	1	Technical Standards
	3	Format, position, and resize graphics using advanced layout features	1	Technical Standards
	4	Insert and modify objects	1	Technical Standards
B		Organizing Content	1	Technical Standards
	3	Modify table formats	1	Technical Standards
	5	Use automated tools for document navigation	1	Technical Standards
C		Formatting Documents	1	Technical Standards
	2	Create and modify document background	1	Technical Standards
E		Customizing Microsoft Word	1	Technical Standards
	2	Customize menus and toolbars	1	Technical Standards
	3	Modify Word default settings	1	Technical Standards

**Segment 1-BMA**  
**Includes Measurement Criteria—Level 4**

		Microsoft Office Specialist Exam Skill Standards: Word 2003 Expert		
A		Formatting Content	1	Technical Standards
	1	Create custom styles for text, tables, and lists	1	Technical Standards
		From the outset, identify and assess audience expectations and needs, consider the rhetorical effects of style, form, and content based on that assessment, and adapt communication strategies appropriately and effectively.	1	Technical Standards
		English Expectations CE 1.3.5		
		Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations.	1	Technical Standards
		English Expectations CE 1.3.3		
		Use technology tools to produce polished written and multimedia work.	1	Technical Standards
		English Expectations CE 1.4.4		
	2	Control pagination	1	Technical Standards
		Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations.	1	Technical Standards
		English Expectations CE 1.3.3		
		Use technology tools to produce polished written and multimedia work.	1	Technical Standards
		English Expectations CE 1.4.4		
	3	Format, position, and resize graphics using advanced layout features	1	Technical Standards
	4	Insert and modify objects	1	Technical Standards
B		Organizing Content	1	Technical Standards
	3	Modify table formats	1	Technical Standards



**Option!**

Is it possible that Power Standards Become the "Units"



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**Allocate Content to Possible Units**

			P. S.	Formatting Unit	Templates, Styles Unit	Adding Graphics Unit
I		Microsoft Office Specialist Exam Skill Standards: Word 2003 Expert				
A		Formatting Content		X		
	1	Create custom styles for text, tables, and lists		X	X	
		From the outset, identify and assess audience expectations and needs, consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.				X
		English Expectations CE 1.3.5				
		Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations.			X	
		English Expectations CE 1.3.3				
		Use technology tools to produce polished written and multimedia work.		X		
		English Expectations CE 1.4.4				
	2	Control pagination				
		Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations.		X		X
		English Expectations CE 1.3.3				
		Use technology tools to produce polished written and multimedia work.			X	
		English Expectations CE 1.4.4				
	3	Format, position, and resize graphics using advanced layout features		X		X
2/8/2010	4	Insert and modify objects	X			X



### Clock Time by Segment

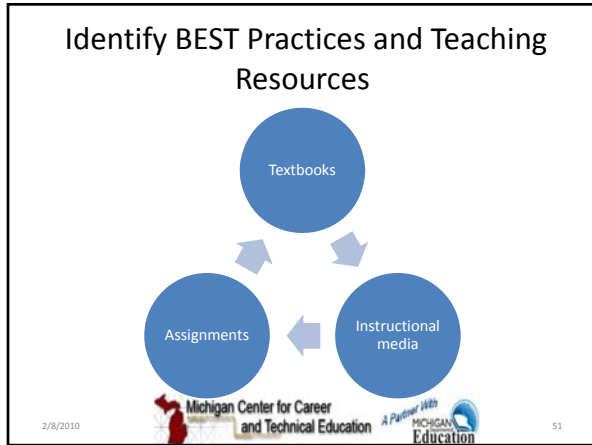
	Segment	Clock Time	Lecture	Lab	%
1	Essential Business Skills	120	60	60	13%
2	Essential Employment Skills	30	20	10	3%
3	Excel	100	40	60	10%
4	Professional Development	30	20	10	3%
5	Access	80	40	40	8%
6	Information Management	100	40	60	10%
7	Entrepreneur	100	40	60	10%
8	Advanced Applications	100	40	60	10%
9	Financial Analysis and Economics	40	30	10	4%
10	Operations and Business Processes	40	10	30	4%
11	Business Law	120	24	96	13%
12	Strategic Management	100	20	80	10%
<b>Total Clock Hours</b>		<b>960</b>	<b>384</b>	<b>576</b>	<b>100%</b>

### Divide Segments into Units— Keeping Link to Standards

Mod.	Essential Business Skills	Lecture	Lab	Standard Link
1	Formatting Documents Unit	20		20, 42
2	Using Templates, Styles and Themes Unit	25	40	13, 14, 17
3	Adding Graphics and Multimedia Unit	15	20	15, 23
		60	60	





### Discussion—Option 3



Pro's

- Units can be standardized across schools and state
- Collaborative development can improve quality

Con's

- Time to develop
- Difficult to modify quickly

- ### 3 Options
1. For Each Segment, Develop Each Power Standard into a Lesson
  2. For Each Segment, Conduct Gap Analysis of Existing Training
  3. Develop Custom Integrated Units by Segment
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