

## **Unit 2**

### **Career and Technical Education Curriculum**

#### **Introduction:**

Career and Technical Education curriculum has evolved over the years into areas of high-level content that teachers need to organize and deliver to students. Teachers must have an understanding of the curriculum in order to effectively develop student learning competencies. The Office of Career and Technical Education strives to have a standardized technical curriculum in each occupational area, while allowing some flexibility for program development and upgrade. The content of the technical curriculum relates directly to the knowledge, skills and attitudes (KSA's) necessary to be successful in an occupation.

#### **Unit Objectives:**

Upon completion of Unit 2 – Career and Technical Education Curriculum, new teachers will be able to:

- Describe career and technical education curriculum as it relates to lesson planning
- Discuss occupational analysis to include courses, units, tasks and lessons
- Describe tasks, task lists and performance objectives
- Locate and utilize Kentucky's curriculum and lesson plan data base
- Identify and learn to utilize Program Consultants to assist in curriculum planning.

## **Unit Outline:**

### **2-1 Curriculum Planning**

- A. Lesson Planning and Teaching Strategies**
- B. Program Content**
- C. Occupational Programs**
- D. Occupational Courses**
- E. Units of Instruction**
- F. Task Examples / Job Analysis**
- G. Nature of Tasks**
- H. Learning Domains**
  - 1. Cognitive (knowledge)**
  - 2. Psychomotor (skills)**
  - 3. Affective (attitudes)**
- I. Task Lists**

### **2-2 Curriculum Program of Studies**

- A. Career and Technical Education Curriculum**
- B. Kentucky Data Base**
- C. Connections**
  - 1. Occupational**
  - 2. Core Content**
  - 3. Academic**
- D. Using Curriculum for Lesson Planning**

## Activities for Unit 2 – Technical Curriculum

Upon completion of this Unit, new teachers should be able to complete the following:

1. Make a sketch (block diagram) of COURSES you are teaching that show four to six major units (content areas).
2. Make a sketch (block diagram) of a UNIT (major content area) of your COURSES showing the TITLES of three to five daily lessons that are a part of this unit.
3. Locate the web link and describe the process of using the Kentucky curriculum database for your occupational area.
4. List tasks (content / processes) for your courses in each of these primary categories: (1) knowledge, (2) skills.
5. Describe occupational analysis as used for technical content selection.
6. Identify appropriate verbs used to write tasks for each of these categories: (1) cognitive, (2) psychomotor, and (3) affective.
7. Describe the essential parts of a Course Syllabus / Course of Study?
8. Correctly answer questions related to this Unit on a written test.
9. Effectively apply the principles discussed in this Unit in the classroom.

# Curriculum Planning

Unit 2



Technical Curriculum

**Dr. Steve Fardo**  
**Field-Based Teacher Educator**  
**Eastern Kentucky University**

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## Review of Unit 1 Overview of CTE

- ◆ Introduction to CTE
- ◆ Career and Technical Teaching
- ◆ Responsibilities of Technical Teachers
- ◆ Technical Teaching—Safety / Labs
- ◆ Unit 2 – CTE Curriculum

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## CURRICULUM

- ◆ Technical teachers must be able to understand the curriculum of their occupational area in order to be an effective teacher.

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### Content / Processes –Unit 2 Curriculum

At the completion of this unit, new teachers will achieve the following:

1. Describe technical curriculum planning as it relates to lesson planning.
2. Discuss occupational analysis to include career pathways, courses, units, tasks and lessons
3. Describe tasks (content / processes), task lists and performance objectives.

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### Important Definitions

- ◆ Curriculum –The overall offerings of a school or occupational program area
- ◆ Program– An occupational area such as Carpentry, Health Science, Automotive Technology, Information Technology
- ◆ Course– An individual subject area that usually lasts an academic year
- ◆ Unit – A major content area of a course

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### Occupation / Courses / Units / Tasks

Occupational programs are sub-divided into **career pathways**, into **courses** which are then broken down into **units** of instruction and further broken down into content / processes or **tasks**:

Examples of **units** of instruction:

- Framing (Carpentry)
- Vital Signs (Health Science)
- Disk Brakes (Automotive)
- A C circuits (Electrical)

Examples of **tasks** (content / processes) within **Framing unit**:

- Install sill plates for foundation walls.
- Install lally posts.
- Install steel beams.
- Install wood beams.
- Calculate rise and run for stairs
- Install floor joists.
- Frame floor openings.

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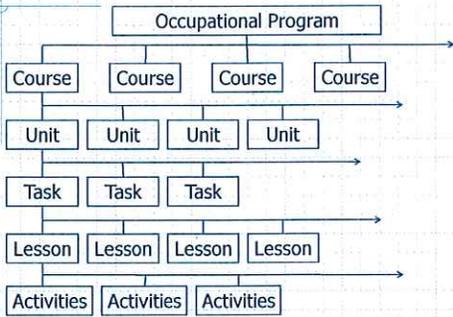
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## Program Block Diagram



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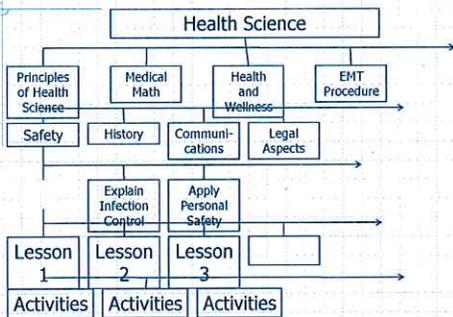


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## Sample Program Diagram



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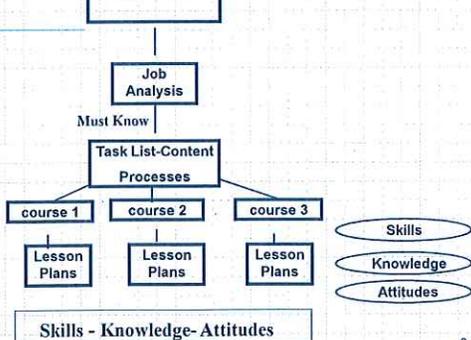


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## Program Area



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## ACTIVITY

- ◆ List two COURSES that you teach.
- ◆ List three UNITS for one of your COURSES

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## ACTIVITY

- ◆ Programs
- ◆ Courses
- ◆ Units
- ◆ Daily Lessons / Activities

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## Occupational Analysis

- ◆ A technique used to identify the essential knowledge, skills and attitudes of an occupation and provide a listing for instructional purposes (NJATC / AIR Residential Electrician example)
- ◆ Results in Task Lists -- (Content/Processes)

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### Course of Study (Syllabus)

- ◆ Course Title / Number
- ◆ Course Description
- ◆ Content / Processes (Tasks)
- ◆ Career Pathways
- ◆ Connections –
  - Common Core Standards (academic)
  - KOSSA (Performance)
- ◆ Recommended Texts / e-Learning / References
- ◆ Assessment Methods / Grading

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### Unit of Study (Major Content Area)

- ◆ Title of Unit (content area)
- ◆ Description
- ◆ Content / Processes (Tasks)
- ◆ Connections – (specific)
  - Common Core Standards (academic)
  - KOSSA (Performance)
- ◆ Detailed Content Outline
- ◆ Student Activities / Projects
- ◆ Daily Lesson Plans (include detailed performance objectives, student activities, assessment)
- ◆ Assessment/ Grading
  - Formative – Written / Performance
  - Summative – Written / Performance

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### Task Lists (Content / Processes)

#### Task Statements:

- ◆ Starts with an action verb
- ◆ Has an object
- ◆ Is measurable\*\*\*\*\*
- ◆ Performed essentially the same way each time

#### Example:

- ◆ Read a glass thermometer
- ◆ Record data on the job
- ◆ Drill a hole
- ◆ Maintain a sterile field
- ◆ Install floor joists

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## LESSON PLAN (Title)

The lesson title is the name of a specific body of knowledge that is being presented or demonstrated during a period of time (make it simple).

One lesson might cover one task or it may cover several tasks

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### SELECT A LESSON TITLE FOR A 20 MINUTE PRESENTATION:

(knowledge / skills / attitudes)

**TITLE:**  
Select a Simple Task from Your Program Area



#### Examples of tasks:

- ◆ Measure ohms with an ohmmeter.
- ◆ Change fractions to decimals.
- ◆ Chalk a line.
- ◆ Identify and describe vital signs.
- ◆ Practice oxy-fuel welding safety procedures.
- ◆ Demonstrate the construction process.
- ◆ Describe and use a troubleshooting chart.
- ◆ Prepare a check for depositing.
- ◆ Describe and apply teamwork skills.
- ◆ Demonstrate the proper steps in taking blood pressure.

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## REVIEW

- ◆ What is a task?
  - A well-defined action (content / process) done as part of one's job responsibilities.
- ◆ What kinds of tasks are there?
  - Knowledge, Skills, and Attitudes (learning domains)
- ◆ Where do they come from?
  - Job Analysis / Task List
- ◆ How are they used in the classroom?
  - To guide instruction and select appropriate activities
  - Develop Course of Study (Syllabus)
  - Develop Units of Study (Major Content Areas)

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## Next Class

◆ Technical Curriculum  
Karen Smith – OCTE Health Science  
Consultant

◆ Unit 2 – Test at the end of the class

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**WILL RETURN**



**LET'S TAKE A 5 MINUTE BREAK**

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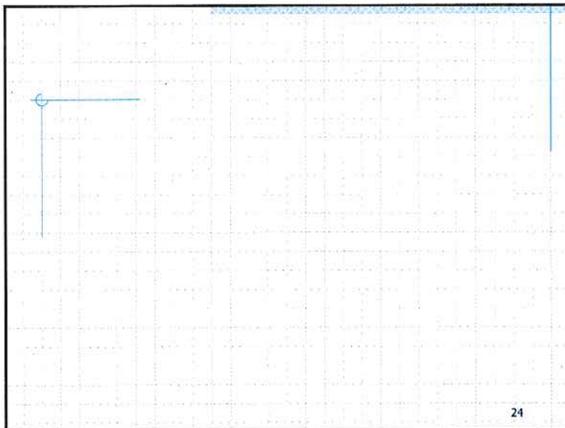
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