Classification of Curriculum Materials*

REVIEW of SUPPLEMENTAL MATERIALS

At any stage of curriculum exploration or development, you may review textbooks, references, CD-ROMs, videos, web sites, or other material for potential use in your class.

GENERAL MATERIALS

This is the basic documentation for a course. Examples:

Curriculum Guides usually include
  ➢ Curriculum rationale, structure, and/or overview;
  ➢ A listing of units with descriptions of major activities;
  ➢ A course sequence, calendar or schedule

A Standards Crosswalk identifies the state or national standards addressed by each unit, lesson, activity, etc.

LESSONS and ACTIVITIES

This category includes the materials you use to teach your curriculum. Examples:

Lesson or Activity Plans are step-by-step guides for teaching a lesson or setting up and facilitating an activity. They are written for the teacher and minimally include:
  ➢ Student learning objectives (one or two is sufficient)
  ➢ Resources needed (including time)
  ➢ Connection to course goals
  ➢ Anticipatory set
  ➢ Introduction — Exploration — Application
  ➢ Assessment — Conclusion

The items below should only be created AFTER you have a completed lesson or activity plan:

Instruction Sheets are distributed to students to guide them through an activity. They may be print- or web-based.

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LESSONS and ACTIVITIES, continued

**Design Briefs** are written for students and include problems they are challenged to solve with limited resources. Minimum elements:
- Introduction
- The “Challenge”
- Student learning objectives
- Resources (including materials and equipment)
- Limitations and requirements
- Procedures
- Assessment (usually a rubric)

(http://www.bsu.edu/web/rlshackelfor/ITEDU691/designbriefassignment.htm)

**Power-point Slide Shows** are another way of guiding the students through content or the steps of an activity.

ASSESSMENTS

Assessments are instruments that help determine whether, and to what level, learning is taking place. General categories include:

**Tests, quizzes**, etc. These are paper-and-pencil assessments which teachers can grade objectively using predetermined criteria. Types of questions include multiple-choice, matching, and essay.

**Rubrics.** This matrix helps the teacher evaluate performances and other activities. Rubrics are especially useful in evaluating objectives which may be difficult to assess on a paper-and-pencil test.

INTEGRATION

Activities which demonstrate the relationship between the curriculum and a supplementary content area (like math or social studies). There are essentially two ways to do this:

1. Add **Enhancement Activities** to an existing curriculum. These activities help the teacher assess student learning in a supplementary subject area. For example, during or after a project in which students build a wall section, the teacher assigns a three-page article about proposed building code changes. The teacher then assesses the students’ reading comprehension.

2. Construct an **Integration Crosswalk** for an existing curriculum. This is the same as a standards crosswalk, except the standards you identify are for the supplementary area.