Sample Curriculum

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Welcome!

This a simple example of the parts of a basic curriculum – When you have more than one curriculum – the plural are called 'curricula.'

Why do you need to create a curriculum for your content? Well, if you plan to create only one subject at just one level – you don't! For that, you need a content map – or what is called a 'syllabus' in formal education.

But if you want your content to cover simple to complex concepts and/or to be for *Customer Learner©* levels from novice to beginner – to intermediate – to advanced – to expert/mastery – well, then you need to lay out the process that will take them on a journey that travels through several different approaches.

Curriculum – a planned sequence of instruction; the subjects comprising a course of study.

Curriculum Mapping - a map showing the path of what will be taught and what will be learned from start to finish (learning outcome) – or, as the late Dr. Stephen R. Covey would say, begin with the end in mind!
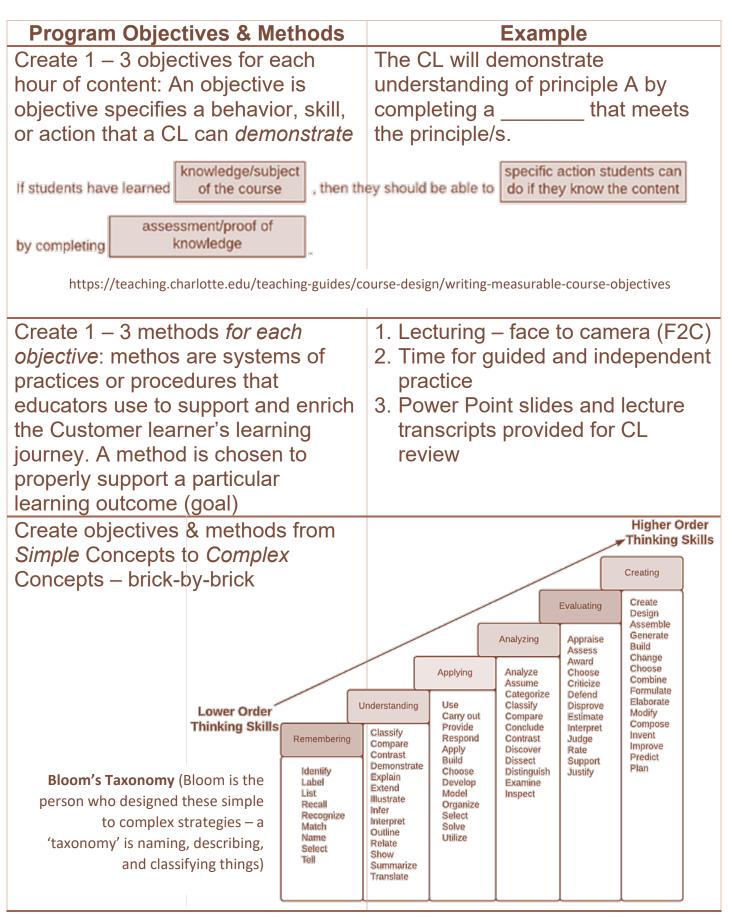
Level Integrity© - sticking with content that matches the level your content is designed for. That is, if you are teaching novices, keep all that you create and present at a novice level – no toddling off on more advanced topics or starting with the 'secret' telling – we can't get secrets if we don't first get the basic concepts!

Program Title
(e.g.: *The 3 Design Elements of Content Craftsmanship*)

State the Instructional Design Strategy:	Example
Purpose of the program	The Customer learner will learn and be able to apply the *3 Design Elements of Content Craftsmanship*
Is this content for acquiring new or advancing knowledge (teaching), or is this performance based - a training, a coaching program (coaching is a method of training, conditioning, counseling, or instructing to develop skills, to enhance productivity, to accomplish a goal, or to overcome a performance problem), or is this a mentored program (like an internship or a mastermind)?	This four-course program will teach the principles of content craftsmanship in course 1 and 2. In course 3, the Customer Learner (CL) will be trained in the accurate application of the principles. In course 4, the CL will have a one-on-one coaching call to review their craftsmanship project. All CLs who complete the program will be invited to join the Content Craftsmanship Mastermind©
Who will be the Teacher, Trainer, Coach, Mentor, and Advisor?	The instructor for each course will be Dr. Michele Sare – 30 years of experience across all instructional strategies
What do you want your Customer Learners to do, know, feel, believe, change, and/or accomplish at the end of the program? **(Program goals for each course)**	At the completion of this program, the CL will understand _____, be able to (perform) _____, complete _____, etc. (Spell out for each course)

Program Objectives & Methods	Example
Create 1 – 3 objectives for each hour of content: An objective is objective specifies a behavior, skill, or action that a CL can *demonstrate*	The CL will demonstrate understanding of principle A by completing a _____ that meets the principle/s.

If students have learned | knowledge/subject of the course |, then they should be able to | specific action students can do if they know the content |

by completing | assessment/proof of knowledge |.

https://teaching.charlotte.edu/teaching-guides/course-design/writing-measurable-course-objectives

Create 1 – 3 methods *for each objective*: methos are systems of practices or procedures that educators use to support and enrich the Customer learner's learning journey. A method is chosen to properly support a particular learning outcome (goal)	1. Lecturing – face to camera (F2C) 2. Time for guided and independent practice 3. Power Point slides and lecture transcripts provided for CL review
Create objectives & methods from *Simple* Concepts to *Complex* Concepts – brick-by-brick	

Bloom's Taxonomy (Bloom is the person who designed these simple to complex strategies – a 'taxonomy' is naming, describing, and classifying things)

Higher Order Thinking Skills

Lower Order Thinking Skills

Remembering: Identify, Label, List, Recall, Recognize, Match, Name, Select, Tell

Understanding: Classify, Compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Show, Summarize, Translate

Applying: Use, Carry out, Provide, Respond, Apply, Build, Choose, Develop, Model, Organize, Select, Solve, Utilize

Analyzing: Analyze, Assume, Categorize, Classify, Compare, Conclude, Contrast, Discover, Dissect, Distinguish, Examine, Inspect

Evaluating: Appraise, Assess, Award, Choose, Criticize, Defend, Disprove, Estimate, Interpret, Judge, Rate, Support, Justify

Creating: Create, Design, Assemble, Generate, Build, Change, Choose, Combine, Formulate, Elaborate, Modify, Compose, Invent, Improve, Predict, Plan

Design Content Materials	Example
Other than your slides or audio recordings & transcripts of your 'lecture' – this what other information CLs will need and might include an eBook, open educational resources, videos, supplemental resources, learning objects, software or web tools, groups, etc.	In addition to slide deck, audio and written transcripts, CLs will have access to: 1. A workbook 2. A Craftsmanship Weekly Planner 3. A Craftsmanship Learning Plan 4. A cache of craftsmanship case studies 5. A quality assurance tool
How do you know they are 'getting it'?	**Example**
Informal assessment of progress toward learning goals (meeting objectives?)	Ask CLs to assess their understanding and ability to use content with each objective. CLs will self-assess using self-directed checklists after each objective and/or course to track progress toward learning goals/outcomes
More formal assessment – how do you know your program – the content, design, and delivery methods - led to the intended learning and ability to use your content? *Delivering Results!*	CLs will complete a pre-and post-assessment to assess whether the content delivered the results promised, or if the content was already known, or if the CL didn't 'get it.' The purpose is to get information to be able to better craft the 3 design elements and specifically, the CL's learning

For a lovely example of a *curriculum* and how to put all of these curriculum elements together, there is an example – thanks to James Madison University – that shows a completed curriculum for a *Values Workshop*: https://www.jmu.edu/osarp/_files/step2-curriculum.pdf