CURRICULUM DEVELOPMENT FINAL PROJECT CONTRACT

In the final course EDU 624, students specializing in Curriculum and Instruction will be required to design and create a **complete curriculum** for a brand new subject. The curriculum must include the following elements reflected per unit:

a. national/state/local standards to be met in the curriculum

b. learning outcomes/objectives in ABCD format, at least 2-4 terminal course objectives for the course and 2 enabling objectives for each unit.

c. materials

1. Content materials **originally** created (i.e. books, workbooks, practice sheets, presentation materials)

2. Detailed Training lesson plans per instructional event

3. Methods of presentation to be utilized to address multiple learning modalities

4. Nine steps of instruction components within the design of activities

d. assessments and answer keys to demonstrate mastery of each objective

e. sequence design

f. design evaluation of the project including data to be collected and how to collect it to measure success of the guide.

Your requested topic for your curriculum development is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If this topic is changed, additional approval will be needed.

The curriculum must contain a minimum of four units and maximum of ten units. The curriculum will be created for 90 hours of education. The project must be original work, created and completed by the student during the EDU 624 class session, and reflect mastery of specialization skill sets. Final format of product is at the discretion of the student but must be done in Word. However, final curriculum package must reflect completeness, professionalism, and graduate level mastery. It will be due as the final IP project for this class and will be worth a maximum of 500 points. This is your culminating project experience that must reflect all facets of your M.Ed. journey. On average, successful projects have ranged in length from 20 to 30 pages to accommodate the expected depth appropriate to reflect mastery.

The candidate may contact the instructor at any point during the course for advice or assistance. Refer to your Specialization courses and resources for curriculum model specifics. Refer to EDU604 for general instructional design model (ADDIE). At a minimum, a curriculum design model should

Assess learning need

Develop objectives

Design content

Design practice of content

Design Assessments

Present content strategies

Evaluate overall design

**EDU 624 in units 2 and 3 list additional required IP assignments that align with the Curriculum project. The additional assignment instructions within the course area will direct you back to this contract. Following are the instructions for the additional assignments. The candidate is required to complete these products as well.**

**Unit 2 IP 2** 50 points available see the attached scoring rubric

Description:

The candidate must submit **the policy and/or standards chosen** that reflect the need for this project. The candidate must submit the candidate-created **behavioral learning objectives for the course and for each unit** written in **ABCD format** that align with need for the curriculum based on the policy/standards. – **Helpful Hint –**Behavioral Learning Objects, Bloom’s Taxonomy, and the ABCD objective writing format were also the main focus of the EDU604 core course so review of previous course resources is suggested.

**Unit 3 IP 2** 50 Points available see the attached scoring rubric

Description:

Based on the verbs chosen during the creation of the curriculum behavioral learning objectives from Unit 2, submit the curriculum ASSESSMENTS and ANSWER KEYS. While the type and variety of assessments is up to the candidate creating the curriculum, the assessments must align with the verb choice and cognitive level determined during Unit 2. This includes any tests, authentic assessment, or diagnostic products that will be used to check the objective mastery.

I hereby agree to this plan for my Master’s Thesis Project and to have my Unit 2 ,3 & final projects graded based on the attached scoring rubrics.

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Candidate Signature (typed signature acceptable) Date signed

I agree to this as an acceptable project for a Master’s Thesis Project and agree to grade it according to the attached rubrics.

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Instructor Signature (typed) Date signed

Scoring Curriculum & Instruction Unit 2 IP 2

Content and Purpose: The paper must identify the school curriculum or educational standards that reflect the need for this training project on the job. Then the candidate must develop list of units to be included in the course. The paper must include at least 2-4 terminal course objectives for the course being taught and at least 2 enabling objectives for each unit in ABCD format to identify what the learner will be expected to master in the course and in the unit. 15/15 points earned

Organization, Grammar & presentation: The paper is well organized. The units are set up to master the policy or standards shown. There are no spelling and grammatical errors. 15/15 points earned

Information Literacy- the source for the standards or policy is identified and correctly cited and referenced. 7/7 points earned

Critical thinking; the analysis of the standards set is demonstrated by the units organized and the development of appropriate objectives. 13/13 points earned

Scoring rubric Curriculum and Instruction Unit 3 IP 2

50 Points

Content and Purpose: The paper must be a collection of the tests to be used in the Curriculum Guide to assess the completion of the objectives for each unit. An answer key or scoring rubric must accompany the tests or assignment descriptions. 15/15 points earned

Organization, Grammar & presentation: The paper is well organized listing the unit title, objectives for the unit, test questions or assignment description, and answer key or scoring rubric. There are no spelling and grammatical errors. 15/15 points earned

Information Literacy- No sources are needed as all work must be original. 7/7 points earned

Critical thinking; the analysis of the subject to be taught is clearly apparent in the assessments chosen. Assessment of student mastery of the objectives will be clearly defined by the assessments and scoring tools provided. 13/13 points earned

Scoring rubric for Unit 5 Final Project

Purpose of Assignment and Content Development: Demonstrates outstanding or exemplary use of appropriate, relevant, and innovative content demonstrating mastery of the subject in order to solve problems, analyze current trends, theories, opportunities and challenges. All requirements of the assignment are included in the response including: national/state/local standards to be met by this curriculum guide, at least 2 objectives in ABCD format per unit, at least 4 units of content material, detailed training lesson plans, methods of presentation, nine steps of instruction components, assessments for each objective, answer keys or scoring rubrics for each assessment, sequence design and an evaluation plan to judge the success of the guide when implemented. 150/150 points earned

Organization, Grammar and Presentation: Demonstrates outstanding or exemplary application of written and visual skills. Demonstrates outstanding expression of topic, main idea, and purpose. Errors in grammar, spelling, and sentence structure are minimal. Guide is well organized and easy to follow and provides for a minimum of 90 hours of instruction. 150/150 points earned

Information Literacy and Research: Demonstrates outstanding selection and use of high quality, credible, and relevant sources to develop ideas that are appropriate to the assignment. Sources are consistently cited according to required documentation (e.g., APA), with almost no errors. 75/75 points earned

Critical thinking: Demonstrates outstanding or exemplary ability to evaluate, integrate, and critique a wide range of opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems and, where appropriate, propose new hypotheses. Excellent inclusion of original content and assessments. 125/125 points earned