



Module 270: Presenting Curriculum Based Programming

Participant Guide

March 14, 2006



Our Goal Today!

To explain to you in a fun and active way – the 3 components of Module 270 – Presenting Curriculum Based Programs!

Component 1

- The role of Curriculum Based Programs!
(To help your visiting groups and your park site)

Component 2

- The Elements of Curriculum Based Programs!
(What is curriculum? How is it important for your groups and your park site?)

Component 3

- Meeting the needs of organized groups!
(Through the use of appropriate lessons or activities as your curriculum!)

Our Six Learning Objectives for you:

At the end of this broadcast you will be able to:

1. Articulate how curriculum based programming contributes to resource stewardship and protection.
2. Describe what is meant by curriculum based programming.
3. List at least five elements of an effective curriculum based lesson plan.
4. Design a simple rubric for evaluating a curriculum based lesson plan
5. Deliver an effective curriculum based lesson using techniques to meet participant needs and intended learner outcomes.
6. Successfully complete the required activities to earn the Module 270 competency!

<http://www.nps.gov/idp/interp/>

Reminders about the basics of interpretation.

Module 101

- Opportunities for emotional connections to resource meanings.
- Opportunities for intellectual connections to resource meanings
- An idea or ideas cohesively developed

OR

- Tangibles: objects, places, people, or events
- Intangibles Meanings: context, systems, processes, values, ideas, concepts, feelings



Module 270 Criteria

- 1. Connects the group’s educational objectives with the meanings and significance inherent in the resource.**
- 2. Provides opportunities for the audience to form their own intellectual and emotional connections to the meaning inherent in the resource through the cohesive development of a relevant idea or ideas.**

Descriptors

- Demonstrates knowledge of the sequence of learning (pre- and post-visit activities)
- Program demonstrates a connection to group’s education objectives
- Communicates an understanding of resources/park story/national significance.
- Uses park resources appropriately to create context and support content.
- Engages learners in a variety of experiences and activities to reach multiple learning styles.
- Acknowledges context and multiple points of view.
- Demonstrates techniques and content which are inclusive.
- Encourages or moves audience towards higher-level concepts, such as resource protection and stewardship.

Module 370

- 1. Address park goals and fit within the overall park Comprehensive Interpretive Plan (CIP) or overall Education Plan (if they exist).**
 - 2. Integrate the educational objectives of an organized group with the overall interpretive themes of the park.**
- Demonstrate that the “continuum of learning” is an important element of curriculum-based programs and services.
 - Describe the characteristics of effective curriculum-based programs and services.
 - Apply a variety of techniques for working with teachers or group leaders to develop effective curriculum-based programs and services.
 - Develops and implements an effective curriculum-based program or service that effectively utilizes the resources available in the park.
 - Create and apply an evaluation instrument to the program developed.



•Learning context – pre and post activities within the framework of organized groups
Pre-visit activities have students thinking about the topic before they reach your site. The activities should relate to the program they are going to be doing. Pre-course questionnaire is an example of the pre-visit activities. Another example would be having students receive a jury summons to be participating in a trial and discussing the roles within the courtroom before arriving at site to do a trial. These are directly related to the curriculum.

What are some other examples of pre-visit activities?

State Standards- See resources.

www.NAAEE.org

North American Association for Environmental Education has standards for designing lessons called “EE Guidelines for Excellence”

Guidelines for excellence help you design lessons for:

1. Fairness and accuracy
2. Depth
3. Emphasis on critical skills building
4. Action orientation
5. Instructional soundness
6. Usability

•Measurable learning objectives

A measurable learning objective contains language of a goal that is attainable by the class during the program. It should be related to the standards. The objectives should be *measurable and observable*. The language of this is very active. In your objective, you will connect to the group’s objective for visiting your site. Often, you can pull the objective from state standards for school groups or scout groups.

One example:

The learner will describe the water cycle through a song.

This is measurable- the knowledge of the water cycle.

This is observable- through the song.

This is active- the student will be describing.

National/local objective- Understanding of the natural world.



For the interpreter, the objective represents intellectual and emotional intangible meanings. Interpreters use to develop the tangible/intangible links into opportunities for intellectual connections to resource meanings

Remember: The objective is not for the ranger; it is for the participant.
Note: Some schools of education now call these outcomes.

Write one objective for a program you are interested in completing at your park or one you already have.

THOUGHTS:

NOTES AND QUESTIONS FOR GUEST #1:

Meeting the learning needs of Organized Groups

Teaching the head, the hands and the heart!

Types of learning:

- Cognitive – intellectual
- Affective- emotional
- Psychomotor- physical

Teaching big ideas or concepts

●“FACTS WITHOUT CONCEPTS ARE MEANINGLESS, CONCEPTS WITHOUT FACTS ARE EMPTY”

●WWW.ERIC.ED.GOV

“TEACH MORE WITH LESS”



Water Cycle Lesson Sequence:

- Pre-test and guided imagery-following water as it moves around the globe.
- In-class water investigations
- Field study of water properties
- Post-test and follow-up activity to apply concept and earn beads.

Objectives can be measured! (Refer to page 6)

[Simpson 's Taxonomy](#)

1. Perception
2. Set
3. Guided response
4. Mechanism
5. Complex overt response
6. Adaptation
7. Origination

Affective Education

-teaching for the heart or in other words -teaching intangible values

“The care of rivers is not a question of rivers but of the human heart” Tanaka Shozo

ASSIGNMENT:

- Explain an affective activity you currently do or could do at your site!

Human Development levels

- Ages 3-5 – sensory learners
- Ages 6-9 – able to classify
- Ages 10-11 – able to draw conclusions
- Ages 12-14 – some abstract thinking
- Ages 15-18 - good abstract thinking skills



Appropriate Reading Level-
FLESCH KINCAID SCORE

ACTIVE LEARNING STYLES:

- Cooperative group learning
- Problem solving
- Investigations
- Projects
- Constructivism
- Peer teaching
- Games & Exploring
- Compare and Contrast

HOW WE LEARN by Glasser

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we both see and hear
- 70% of what is discussed with others
- 80% of what we experience personally
- 95% of what we teach someone else

Many models to determine learning styles

GARDNER'S LEARNING STYLES

1. Verbal/ Linguistic
2. Logical/mathematical
3. Visual/spatial
4. Bodily/Kinesthetic
5. Musical/Rhythmic
6. Interpersonal
7. Intrapersonal
8. Naturalist

**Spiritual and existential held by some but have not been confirmed by Gardner.



Verbal/Linguistic Intelligence

- Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.

Logical/Mathematical Intelligence

- Often called “scientific thinking” this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.

Visual/Spatial Intelligence

- This intelligence relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.

Body/Kinesthetic Intelligence

- Related to physical movement and the knowing/wisdom of the body, including the brain’s motor cortex which controls bodily motion.

Musical/Rhythmic Intelligence

- This intelligence is based on the recognition of tonal patterns, including various environmental sounds and sensitivity to rhythm and beats.

Interpersonal Intelligence

- This intelligence operates primarily through person-to person relationships and communication. It relies on all the other intelligences.

Intrapersonal Intelligence

- This intelligence relates to inner states of being, self- reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.

Naturalist Intelligence

- The ability to identify and classify configurations in nature, discriminate among living things, and show sensitivity to features in the natural world.



Assignment:

Describe how you could teach a group about the mission of the NPS using the learning style assigned to your region or park!

- Naturalist- National Capital
- Musical/Rhythmic- Intermountain
- Mathematical/Logical- Southeast
- Verbal/Linguistic- Pacific West
- Bodily/Kinesthetic- Northeast
- Visual/Spatial- Midwest
- Interpersonal- Alaska

Your Idea:

Teaching critical issues

- Present multiple perspectives on an issue

Two perspectives from the clip:

A good lesson plan has:

- Objectives – This teaches a specific concept and should be either state or local statements; i.e. What will the learner be able to do?
- Activity – This should be detailed and specific to the age/learning style etc. Kids learn by doing, better than p/p tasks
- Assessment – T/O, verbal, QA, Written, rubric

Bloom's Taxonomy: Levels of thinking that move students to higher concepts.

Teaching critical thinking skills thru questioning, etc

1. Knowledge (fact recall)
2. Comprehension (interpreting)
3. Application (relating ideas)
4. Analysis (break down into parts)
5. Synthesis (create new ideas, things)
6. Evaluation (judging ideas)



Possible Question/Task Openers

CLOSED-ENDED QUESTIONING WORDS
WORDS

OPEN-ENDED QUESTIONING

Knowledge:

name
spell
locate
tell
list
repeat
point to

Analysis:

uncover
deduce
inspect
dissect
scrutinize
test for
examine
study
screen
compare
classify

Comprehension:

define
retell
summaries
predict
reword
convert
infer
propose
project

Synthesis:

create
develop
generate
formulate
conceive
evolve
build
compile
compose
plan
make
design

Application:

use
solve
adapt
try
employ
relate
put in action
profit by
represent
perform

Evaluation:

judge
accept
reject
criticize
appraise
decide
rate
assess
rank
evaluate
choose



Assignment: Have a penny for observation.
Penny lesson:

KWLE lesson planning tool: (Give plenty of room to students.)

Students complete these two boxes before the topic.

<u>K</u> – What do they <u>know</u> about the topic?	<u>W</u> - What do they <u>want</u> to know about a topic?
<u>L</u> - What did they <u>learn</u> about the topic?	<u>E</u> - What information would <u>enhance</u> or <u>enrich</u> your learning?

Students answer these after the program.

Group management and discipline

- (If they are interested, or if it is something that they can “own”, you will have fewer problems.
- Lecturing a bunch of people, no matter their age, will distract from the real lesson.
- Come to the lesson with an outline, but don’t just tell them what you know. Ask the group what would be good rules to follow for the good of everyone.

Evaluation

Evaluate lesson effectiveness with a rubric.



Assignment: Construct a rubric.

Wrap up – any last questions?

●“TELL ME AND I LISTEN, SHOW ME AND I REMEMBER, INVOLVE ME AND I UNDERSTAND”



Post-Class Activity:

Send a postcard to either instructor with one activity you will do with students. It may be a snail mail or an e-card.

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RUBRIC: Please complete and send to instructors.

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor(2)	Uh-Oh (1)
Program focused on the three components of Module 270					
Program actively involved me in the learning process					
Program was fun!					
Program was beneficial in assisting me to complete Module 270					

Totals					
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Comments:



Resources

Websites:

Association for Supervision and Curriculum Development- www.ascd.org

National Council for History Education- www.nche.net

National Council for Social Studies- www.ncss.org

National Science Teachers Standards- www.nsta.org/standards

The Real Thing website- www.nps.gov/ERT/

Teaching with Historic Places -www.cr.nps.gov/nr/twhp

Research Learning Centers- www.nature.nps.gov/learningcenters/

Ben's Guide to the Government-<http://bensguide.gpo.gov/subject.html>

State standards:

General site: Links to all 50 states- <http://edstandards.org/Standards.html>
Provides links to each state's standards.

Sources of Cultural Resource – Social Studies Sample Lessons:

National Geographic:www.nationalgeographic.com/education/lesson_plans/index.html

Lewis and Clark:www.nps.gov/jeff/LewisClark2/Education/CurriculumGuideMain.htm

North American Association for Environmental Education standards for designing lessons: *EE Guidelines for Excellence*- <http://naaee.org>

National History Day- www.nationalhistoryday.org

Cognitive Learning Resources: www.eric.ed.gov



Books:

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Louv, Richard, *Last Child in the Woods*, Algonquin Books, April 2005.

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Krey, DeAn M. *Children's Literature in Social Studies*, National Council for the Social Studies, Washington, D.C., 1998.

Tilden, Freeman. *Interpreting Our Heritage*. The University of North Carolina Press, United States of America, 1957.

Cobblestone Magazines, Petersborough, New Hampshire.