Creating Relevant, Contextualized Curriculum

A Water Career Pathways & BAYWORK Project
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Welcome!

Students thank you for your intense passion for creating and supporting the creation of relevant, contextualized curriculum. This is an evolving subject because the bar defining “good” contextualized curriculum rises every day. This is a living document that serves as a foundation and template for future projects and, hopefully, continues to raise the bar.

The “Module Creation Process” section is part case study and part outline explaining how an education institution can replicate the entire process and support system for creating “bar raising” contextualized curriculum. As different institutions support the creation of new modules, this section will evolve to capture their work and suggestions. The ”Creation of the Module” details how to create the curriculum. As educators create more curricula, this section will evolve to capture their work and suggestions.

We are excited to see how this project evolves. There are many passionate educators who constantly strive to connect abstract academic concepts with students’ lives. Perhaps more important than the creation of future modules is the community and collaboration of amazing educators. As you connect with each other, please follow your collective passions! Your students will gladly follow.
Module Creation Process

Initial Meeting

- Leads from Baywork and Educational Institution outline a plan for the project
- Expand the group and flush out the plan
- Cheryl, Tara, Cecil and Tue met and decided to focus on ETEC and math. Patricia, Ingrid and Diwa were then brought in and East Bay Mud became a focal point.

Industry Professionals

- Determine initial industry professionals for a pilot
- Baywork contacts industry partners
- Partners agree to allow professionals to work on the pilot
- Cecil suggested 3 students from EBMUD. Cheryl contacted Ted, who agreed to be the point person.

Create Module I

- Industry professionals and teachers outline a thought problem.
- Teachers create curriculum
- Industry professionals and Baywork create the video

Create Module II

- Baywork and teachers finalize the video and curriculum
- Module is formatted

Share

- Celebrational showing of the module
**Initial Meeting**

The initial meeting is only with the lead teacher(s), the project funder, and the group in charge of videography. For us, it included math lead teacher, a CTE lead teacher, a manager from our college involved with CTE, and the manager involved with videography and overall coordination of the effort.

The meeting was two hours. We spent 30 minutes on introductions and visioning for what this could turn into. Then the math and CTE leads quickly created a scenario with a specific content focus. The CTE lead provided the industry and names of good industry professionals. The math lead provided the content and outline for the problem. We then determined a good date/time for the “Create Module 1” portion of the process, which was five hours and included coffee and lunch.

**Industry Professionals**

That same day, the CTE lead began contacting the industry professionals. Luckily, the CTE lead knew the industry professional’s boss so they could participate and not lose pay for the day. Knowing we were going to videotape on-site, the CTE lead and coordinating manager began looking into permits and other requirements.
Create Module I

It is important to have all stakeholders at the table for this meeting, for this is where a simple plan turns into a vision and where interest turns into passion. It is critical that the teachers who create the curriculum lead the discussion. Thus it is imperative that at least one teacher is a trained leader. It is equally important to include organizations involved with funding and videography. They, too, need to catch the vision as it evolves. Arguably, the most important group is industry professionals. Only they have the authority to determine if curriculum is relevant. They will also most likely be the actors in the short film!

The meeting should be five hours and include lunch. The first hour needs to focus on community building through ice-breaker activities and in-depth introductions. This project will last several months. Without deep connections, there won’t be enough energy to see the project through when our whirlwind lives pull us away.

In preparation for the meeting, the lead teacher should already have a content focus. Ideally, they will have some knowledge of the industry and have 2-3 suggested scenarios. This “straw hut” can be blown down or reinforced after it is presented to the group. The ensuing conversation is recursive. An idea will pop up, industry professionals will agree, disagree, or make suggestions. The idea will change. During this discourse, content and the scenario solidify. Spend time on this. We didn’t and then spent the next two hours creating a curriculum outline that we had to throw out because we didn’t effectively communicate during the development stage. With consensus around content and the scenario, take a small break. Grab some coffee. Come back
and facilitate a discussion between the industry professionals and the teachers concerning exactly what will be the content and the scenario.

At this point the gears shift. From this point forward, the goal is to create an outline for the problem. It is important that the lead teacher have good curriculum development experience for they will lead the discussion. They must simultaneously:

- Lead the creation of problem
- Weave in other standards
- Solicit participation from industry professionals (curriculum development is not their milieu but it is critical that the problem is real life)
- Begin outlining the video

The end product will most likely look like a complete mess on the whiteboard, but should make complete sense to everyone in the room. Take pictures! Record its creation! Then take a lunch break and further form community.

After lunch, rewrite the problem from beginning to end with clarity. This is the last chance to notice any red flags. For us, this was where we had to scratch our entire problem and start over! Don’t be like us; spend the time initially to ensure common understanding. During this phase, the video also needs to be vetted. Create a storyboard of specific scenes. Create the stage, the language, and the tone for each scene.

To conclude the meeting, first determine next steps and deadlines:

- The videographer generates a formal storyboard/script and emails it to everyone
• The teachers create the problem and email it to everyone
• Set a date to video the scene. Everyone should be there to celebrate and provide suggestions throughout. This builds community for later projects!
• Teachers determine which High School Standards the problem meets
• Set a date for project completion
• Set a date for unveiling and celebrating the completion of the project
Create Module II

This is the beginning of the end of the process. The video is edited. The curriculum finishes being flushed out. In our process, we brought in a fellow college teacher who also taught high school, who added energy to the project

- Explained the pedagogy for the curriculum
- Wrote a warm-up and exit slip
- Created a survey for the students

The lead teacher coordinated through email and pulled all of the pieces together.

Share

The coordinator of the project organized a celebratory sharing, which served to unveil the problem, include new supporters and discuss next steps.
Creation of the Module

**Titles**
- Title I captures student attention
- Title II informs teachers of skill focus

**Hook**
- 30-90 second video captures student attention and poses a thought problem

**Curriculum**
- Thought problem shared in text, with relevant graphics and data
- Scaffolded curriculum that builds skill strength (1-3 hours)
- Rigorous homework problem

**Closing**
- 30-90 second video sharing an interesting story relevant to the thought problem
### Timeline

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Deadline</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads from Baywork and Educational Institution outline a plan for the project</td>
<td>November 12</td>
<td>November 12</td>
</tr>
<tr>
<td>Expand the group and flush out the plan</td>
<td>November 25</td>
<td>November 25</td>
</tr>
<tr>
<td>Determine initial industry professionals for a pilot</td>
<td>November 25</td>
<td>November 25</td>
</tr>
<tr>
<td>Baywork contacts industry partners</td>
<td>December 1</td>
<td>November 25</td>
</tr>
<tr>
<td>Partners agree to allow professionals to work on the pilot</td>
<td>December 8</td>
<td>November 25</td>
</tr>
<tr>
<td>Industry professionals and teachers outline a thought problem</td>
<td>January 30</td>
<td>January 26</td>
</tr>
<tr>
<td>Teachers create curriculum</td>
<td>March 27</td>
<td>April 6</td>
</tr>
<tr>
<td>Industry professionals and Baywork create the video</td>
<td>March 27</td>
<td>April 16</td>
</tr>
<tr>
<td>Baywork and teachers finalize the video and curriculum</td>
<td>April 17</td>
<td>May 27</td>
</tr>
<tr>
<td>Module is formatted</td>
<td>May 8</td>
<td>June 23</td>
</tr>
<tr>
<td>Share Out</td>
<td>May 15</td>
<td>June 24</td>
</tr>
<tr>
<td>Activity</td>
<td>Number of Hours</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Industry professionals and teachers outline a thought problem</td>
<td>2 hours/instructor</td>
<td></td>
</tr>
<tr>
<td>Follow-up meetings and preparation to gather relevant data and pictures for the thought problem</td>
<td>5 hours</td>
<td></td>
</tr>
<tr>
<td>Video Shoot</td>
<td>5 hours total</td>
<td></td>
</tr>
<tr>
<td>Design curriculum for Module I</td>
<td>30 hours total (possibly split between multiple teachers)</td>
<td></td>
</tr>
<tr>
<td>Design curriculum for Module II</td>
<td>10 hours</td>
<td></td>
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</tbody>
</table>