

Colorado Outdoor Recreational Leadership Course Scope and Sequence

Course Name	Effective Teaching		Course Details	Level 4 course in the Outdoor Recreational Leadership Pathway.
			Course = 0.50 Carnegie Unit Credit	
Course Description	This course focuses on strategies for becoming an effective teacher. Topics include course goals and objectives, the first day, planning a lesson, higher level of thought, test design and grading, assessment, and teaching and learning styles.			
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.			
SCED Identification #		Schedule calculation based on 60% of a semester instructional time. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.		
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills				
Unit Number, Title and Brief Description	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Unit 1: Course goals and Objectives	Goals Objectives Course Syllabus	Identify and write general goals for a course Identify and write specific instructional objectives which support each of the general goals which have been identified. Create a course syllabus		
Unit 2: The first day				
Unit 3: Planning a lesson				
Unit 4: Planning instruction for higher levels of thought		Identify levels of thought (Bloom’s Taxonomy) and plan instruction to achieve each level of thought or cognition in the classroom.		
Unit 5: Test Design and Grading		Identify basic terminology used in educational measurement. Identify different grading systems.		

Unit 6: Assessment		Identify non-traditional assessment methods. Identify traditional methods of assessment		
Unit 7: Teaching and learning styles		Recognize varying styles of learning and design teaching styles to address each style of learning		
Unit 8: Teaching the listener				

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Standard 1: Oral Expression and Listening

- Prepared Graduate 1: Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
 - Students develop effective teaching and leadership skills by designing instruction that addresses diverse learning styles, engaging learners in higher-order thinking, and facilitating effective classroom interactions.
- Prepared Graduate 2: Deliver effective oral presentations for varied audiences and varied purposes.
 - Students develop instructional strategies and teaching techniques that require presenting information effectively to diverse audiences using appropriate instructional methods and communication strategies.

Standard 2: Reading for All Purposes

- Prepared Graduate 4: Read a wide range of informational texts to build knowledge and to better understand the human experience.
 - Students study educational theory, instructional design, assessment methods, learning styles, grading systems, and cognitive frameworks to develop effective teaching practices.
- Prepared Graduate 5: Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
 - Students develop and apply specialized vocabulary related to instructional design, educational assessment, Bloom's Taxonomy, grading systems, learning theory, and teaching methodologies.

Standard 3: Writing and Composition

- Prepared Graduate 7: Craft informational/explanatory texts using techniques specific to the genre.

- Students create course goals, instructional objectives, syllabi, lesson plans, assessments, and instructional materials that effectively communicate educational content and learning expectations effectively.
- Prepared Graduate 9: Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
 - Students develop professional educational documents, including course syllabi, instructional objectives, lesson plans, assessments, and grading materials that require clear organization and effective written communication.

Standard 4: Research Inquiry and Design

- Prepared Graduate 10: Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
 - Students analyze educational theories, evaluate assessment methods, apply Bloom's Taxonomy to instructional planning, examine learning styles, and design instructional strategies that support diverse learners and educational objectives.

Note: *Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.*