

Planning Classroom Assignments and Projects

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When planning for a Work-Based Learning curriculum at your district/school, as mentioned before, it is best practice to engage community members in this process. As educators, we like to be the experts and share our knowledge with students in a fashion that garners student growth. Work-Based Learning initiatives and programs are distinctly different from traditional teaching models because

1. Teachers do not “own” the information
2. Skill learning and skill development have a higher priority than knowledge
3. Skills development is based on the needs of the community

When planning curriculum, it is important to match your Work-Based Learning supervisor/coordinator, teachers, and community members together to formulate a strategy that focuses on the skills students will need to be successful in the workplace. This primary goal sets the stage for beginning your curriculum development journey by starting “at the end”, identifying what skills are needed to successfully meet the requirements of the program.

Step 1: Identify the skills you want to develop in the Work-Based Learning experience

- [Illinois Career Competencies by Pathway](#) - choose the pathway students are focusing on and pick which skills you want to focus primary teaching around
- [Essential Skills Competencies](#) - choose the essential skills you want to focus on

Step 2: Have discussions with community partners on what type of end goal(s) (i.e. Competencies) you want your students to learn by the end of the Work-Based Learning experience. These conversations will better prepare you when you plan out curricular activities. *Note - It is important to document and maintain a list.

Step 3: Use a calendar that includes Work-Based Learning instruction time to place the skills in a weekly and/or daily goal. You may use the [Work-Based Learning Planner – For Teachers](#) document

Step 4: Create activities, assignments, and projects around the competencies you want to focus on while noticing that large projects, competitions, or activities will need a larger allocation of time. Review the [Suggested Classroom Learning Activities for Work-Based](#)

[Learning](#) document for suggestions, samples, and resources to help plan classroom learning activities.

Step 5: Take the time while implementing the curriculum to analyze what is working and what is not. Be sure to note how you are differentiating, scaffolding, and/or assisting students with special needs, students who are struggling, or students facing SEL issues in their life.

Step 6: Save curriculum in a place that is accessible for appropriate stakeholders which may include students, parents, administrators, support staff, counselors, etc.

