

Background

The Michigan Merit Curriculum contains a provision that districts may deliver the required academic standards through career and technical education (CTE). Per the Michigan Department of Education Collaborative Teaching Model Guidelines (MCL 380.1278b(7)) core academic credit may be awarded to CTE students.

Traditional one hour high school Marketing courses will typically award a .5 credit of Economics and .5 credit of elective credit. Area Career and Tech Ed Centers will make a recommendation for a .5 credit in Economics and the remaining credit as a CTE Marketing elective based on instructional time.

The 2013-2014 Integration of Michigan Merit Curriculum Grant was funded through the Michigan Department of Education (MDE). The purpose is to integrate the Michigan Merit Curriculum content into CTE instructional programs so that students can be awarded academic credit.

The project was funded through a Michigan Department of Education Grant administered through Berrien RESA, in collaboration with the Michigan Marketing Educators Association.

Collaborative Teaching Model

The collaborative teaching model is required for all CTE programs that are taught by teachers who are not highly qualified in the academic content area (math, science, etc.), but are certified or annually authorized in CTE. The collaborative teaching model was developed by the New York State Education Department. It involves the ongoing, active, and substantive participation of teaching professionals, working in proximity and representing different educational content areas, directed toward the creation and delivery of Integrated, aligned Instruction. The collaborative teaching of CTE courses is based on criteria that are consistent and demonstrable:

- Involvement of at least one highly qualified teacher of the core academic subject and at least one certified CTE teacher.
- The course is based on the Michigan High School Content Expectations and the applicable CTE technical standards and is co-developed, as indicated by the completion of a curriculum document showing the crosswalk between standards and specifying the assessment or assessments to be used to measure student proficiency.
- Scheduled meetings throughout the school year of all teachers involved in collaborative teaching to discuss student progress.
- Completion of professional development activities involving both core academic subject and CTE subject areas.
- Completion of an annual review by collaborating teachers of student achievements and the development of suggestions for continuous improvement.
- Submission of an annual report by collaborating teachers to school or school district administration.

A recommended part of the collaborative teaching process includes the completion of a year plan (scope and sequence) for Instructional delivery involving both the core academic teacher(s) and the CTE teacher(s).

The specific law supporting the collaborative teaching model is:

MCL 380.1278b(7) The board of a school district or board of directors of a public school academy that operates a high school shall ensure that each pupil is offered the curriculum necessary for the pupil to meet the curricular requirements of this section and section 1278a. The board or board of directors may provide this curriculum by providing the credits specified in this section and section 1278a, by using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education, or by a combination of these. School districts and public school academies that operate career and technical education programs are encouraged to integrate the credit requirements of this section and section 1278a into those programs.

Lesson Format

The model of curriculum integration was utilized to improve Career and Technical Education (CTE) students' understanding of economics. Based on the highly successful Math-in-CTE system developed by the National Research Center for Career & Technical Education (NRCCTE), the project paired economics teachers and marketing teachers to identify embedded economic concepts, align the curriculum, and develop resources and lesson plans that will be used statewide. Marketing teachers will schedule and teach the economic enhanced lessons throughout the school year. The alignment and subsequent lessons were rolled out at a one day train the trainer workshop on July 29, 2014, allowing for additional marketing programs to implement the integrated economics curriculum and train additional teachers in their district, county, or ISD.

Lesson Plan Layout

The lesson plan format includes organizational information that defines the alignment between the Social Studies Economics High School Content Expectations and the Michigan Department of Education Marketing Career and Technical Education Segmented Standards.

The organization information includes a lesson title, standards and benchmarks, concepts, lesson objectives and supplies needed. The standards and benchmarks include The Michigan Career and Technical Education Marketing Segments, MBAResearch Performance Indicators (www.mbaresearch.org), the Michigan Department of Education Social Studies High School Content Expectations for Economics, Michigan High School Content Expectations for English Language Arts and Common Core English Language Arts Standards.

The original alignment between the Michigan Department of Education Social Studies High School Content Expectations for Economics and the Michigan Career and Technical Education Marketing Segments was completed by a group of marketing and economic teachers in 2007. The alignment has been used for curriculum design and credit granting opportunities in marketing programs since. In December of 2013 the grant participants, including 19 additional marketing teachers and 4 economic teachers reviewed and revised the segment alignment.

Sample Organizational Information

Economics-in-Marketing CTE Lesson Plan

Lesson Title
Who's In Charge? Comparative Economic Systems

Lesson Objective
At the completion of this lesson, students will be able to compare and contrast traditional, market, command, mixed, and socialist economies, answer the three basic economic questions, and explain why most economies are mixed.

Concepts
CTE Concept(s) Economic Systems
Economic Concept(s) Major Economic Systems

Standards/Benchmarks
Michigan Career and Technical Education Segments 12 I.D.3 Explain economic systems in which marketing activities are performed.
Michigan Department of Education High School Content Expectations Social Studies: Economics 3.1.1 Major Economic Systems. Give examples of and analyze the strengths and weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations). (National Geography Standard 11, p. 206)

Supplies Needed	
Lesson Supplies	kite string, 2-ply plastic bags, electrical insulation tape, hard-wood dowel
Student Handout 1	Types of Economic Systems (1 per student)
Student Handout Answer Key 1	Types of Economic Systems Key
Student Handout 2	Market and Command Economy (1 per student)
Student Handout Answer Key 2	Market and Command Economy Key
Teacher Resource 1	<p>Bead Game Simulation: six balls of light packaging string, wooden or plastic hobby beads (each of red, blue, yellow and green), a ruler, scissors, and bead "bowl" for each group</p> <ul style="list-style-type: none"> • Values and Goals sheets, pages 5-7. (Each group receives one of the scenarios.) • Reproducible, pages 8-10 (1 per group)
Teacher Resource 2	Economic System Cards (1 per group)
Teacher Resource 3	5 Paragraph Essay Rubric
Video 1	Life as it is in North Korea

The lesson plan design follows the Math-in-CTE system which utilizes "7 elements" to deliver a lesson. Those elements include:

1. Introduce the CTE lesson
2. Assess students' economic awareness as it relates to the CTE lesson
3. Work through the economic lesson as it is embedded in the CTE lesson
4. Work through related, contextual economic in CTE examples
5. Work through traditional economic examples
6. Students demonstrate their understanding
7. Formal assessment

The lesson plans can also be found in digital form at

<http://www.berriencte.org/resources/marketingeconomics-collaborative-teaching-model>

Promotional Materials

Promotional materials are provided to support marketing teachers, economics teachers, CTE Directors, CEPD Directors, and Curriculum Directors to develop a collaborative teaching model in their district. Included in the promotional materials is a one page overview and a PowerPoint.

Acknowledgements

The project included 19 marketing instructors, four economics instructors, two English language arts consultants, two teacher leaders, and two grant chair persons. Using the collaborative teaching model, an academic crosswalk and lesson plans were developed and distributed to integrate Economics into State approved marketing programs to increase the number of programs granting Economics credit.