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| **Checklist for Review of Secondary Curriculum Matrices** | | | | | | | |
| **Course: FCS Gr. 8** | | | | | | | **Reviewer: Honness**  **Review Date: 8/2/2013** |
| **MATRICES: How does the current matrix reflect the criteria below?** | | | | | | | |
|  | **Not Present** | | **Good Start** | | **Well on the Way** | **Exemplar** | **Evidence** |
| **Learning Focus** | | | | | | | |
| Does the matrix show a clear learning focus for the course? | NP | | GS | | WW | E | Essential Question and topics are very clear |
| Is it clear what concepts are to be taught and assessed during the course? | NP | | GS | | WW | E | MYP objectives are included |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | | GS | | WW | E | Not yet added---add where appropriate |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | | GS | | WW | E | NA |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | | GS | | WW | E | NYS standards are added for some units |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | | GS | | WW | E | There’s a start—making clear the flow from topics to standards/objectives to assessment will help establish relevance of the course |
| Assessments | | | | | | | |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | | WW | | E | Link each standard to the assessment that measures it.  Add a formative assessment (at least one) to each unit |
| Are the assessments varied and valid per IB requirements (e.g. open-ended problem-solving activities, investigations, organized debates, hands-on experimentation, analysis and reflection)? | NP | GS | | WW | | E | There’s a good start |
| **Recommendations:** | | | | | | | |
| Is the Nutrition unit complete?  Review and revise as needed to reflect changes—either in timing or after reviewing how activities and assessments went as the year progressed. | | | | | | | |