Course: French 6,7,8

**Checklist for Curriculum Development: 2013-2014**

Curriculum development is an on-going process. This list provides a description of the elements of instruction and allows for review of each course.

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|  | Details | How complete? / Comments |
| **CPP Matrix**   * complete for each course | See Matrix review for details | * Matrices for all courses complete by January 2014 * Adjust matrices for other courses for 2014 (all 10th graders will be continuing) |
| **Assessments**   * common summative assessment for each unit * assessments aligned with standards   unit objectives  State, local external exams   * common scoring guide created for each common assessment | \*Common means identical  \*How does the assessment measure student performance against unit objectives and standards? How does it prepare students for end-of-year assessment?  \*Scoring guide should include details—acceptable answers, partial credit, severity of wrong answers and errors, etc. | Common assessments established / plan for common scoring of MYP tasks |
| **Formative assessment**   * minimum of 1 common formative activity/assessment for each unit * each formative assessment aligns with the summative assessment for the unit | \*Formative assessment provides students with feedback so they may improve performance  \*Formative assessment is ungraded  \*How does the formative prepare students for the summative assessment? | Look at incorporating Teaching Protocols into lessons. Find a good list at: [http://cppcurriculum.weebly.com](http://cppedtech.weebly.com/) |
| **Resources**   * create a “bank” of resources for each unit * activities must be aligned with the required assessments (exams, MYP tasks, etc.). | \*Determine how to “share”—discuss whether they need to be done simultaneously, where they are located, “rules” for modifying, sharing of materials | * Continue to add to shared folder on K drive—clear out documents/folders no longer applicable |
| **Grading**   * Are MP grades for the course comprised of the same elements no matter who the teacher is? * How well do MP grades reflect student achievement on external exams? | \*Discuss and determine the most important elements that should be included in the student's MP average?  \*How well does the student’s MP average predict end-of-year outcomes on external exams?  \*How can MP average as predictor/indicator of achievement be improved? | Grading policy established and communicated |
| **Unit Plans** |  | * All units on district planner |
| Revision of matrices/common assessments/resources/units | This is an on-going process.  Revision should occur as the need becomes apparent. | Move to your own To-Do list  Review/revise/create pre- and post-tests 6, 8-11 done review 7th exam  **All levels**  CreateVisual interpretations—2.4 mod, 3.5 create, form and summ for altruism done, one for metro  Clean up K drive 6, 7 done  Check assessment tally chart (in matrices folder) 6-8 done  Add rubrics and writing checklists and writing packets to assessments 6-8 done  Replace old unit plans 6-10 done  Add at least one picture speaking to each level 6 (family and weather), 7 (typical day and clothing), 8 (culture/traditions), 9 (francophonie and environment) & 10 (media and social issues) done  **Middle School** –  -assessments for 2 new units  - need to take assessments out of units to make units reasonable  Year 3 – need to create questions for speaking tasks for Proficiency  **High School-**  -Biography reading assessments need to be sorted out .  Writing – Write speech to little kids for an Ecology day to tell what they can do at home to help the environment.  - Nee d to develop ideas for questioning of the literature for speaking.  -need to do CCLS for on website 10 done |