Course: French Foundations, 4 R/H, 5R/H, SL1 and SL2

**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
* Create a Foundations 2 course and adjust other matrices for 2014
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| **Assessments*** common summative assessment for each unit
* assessments aligned with standards

unit objectivesState, 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 complete / plan for common scoring of MYP required 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“rules” for modifying, sharing of materials | * Continue to add to shared folder on K drive—clear out documents/folders no longer applicable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? | Common grading policy established |
| **Unit Plans** |  | * All units on district planner ([http://cppcurriculum.weebly.com/unit-planning.html](http://cppedtech.weebly.com/unit-planning.html) )
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| 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 doneCheck assessment tally chart (in matrices folder) 6-8 done Add rubrics and writing checklists and writing packets to assessments 6-8 doneReplace old unit plans 6-10 doneAdd 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 |