Course: HS Technology

**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 | Put all courses on the matrix |
| **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. | Review/revise/create pre- and post-tests  Create 1 common summative assessment for each unit per course |
| **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/)  Create 1 common formative assessment for each unit of each course—the teaching protocols list may be a good place to start |
| **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 | Create a common location for resources and teacher-created materials. Make sure all involved are aware including convener and Cathy Honness. |
| **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? | Create a common grading scheme for each course. Determine which elements will make up the marking period grade and how each will be weighted so that each student’s grade is determined consistently. |
| **Unit Plans** |  | Snazzy electronic version is on its way! Unit Plan creation/revision will continue when new planner is available |
| Revision of matrices/common assessments/resources/units |  |  |