

## Fall Mountain Regional School District Curriculum Design Checklist

The following questions should be addressed in the course of planning high quality curriculum experiences. (Add reflections and improvements as experience suggests) Essential elements of lesson planning are in **bold (TBD)**

<p><b>1. What are the <u>Grade Level Expectations (GLEs)</u> or <u>GSEs</u> being targeted?</b></p> <p>Must fit these criteria:            *Endurance over time            *Leverage across curriculum            *Sequentially essential – needed for next level</p>	
<p><b>2. What are the <u>FM Learning Outcome(s)</u> targeted?</b></p>	
<p><b>3. What <u>knowledge</u> (including vocabulary) will students gain?</b></p>	
<p><b>4. What <u>skills</u> will they be: introduced to? practice? review? or be diagnosed on?</b></p>	
<p><b>5. What is your <u>Rationale and Purpose</u> for this piece of curriculum?</b>            *Reflect on <u>why</u> this experience is so important that you are spending your time and asking the students to give their time for it.            *Write out your rationale.            *Design one to three <u>Essential Questions</u> to direct the experience(s).            *With too much to do and too little time, why are you doing this?</p>	
<p><b>6. How is this piece of curriculum <u>relevant</u> to students' lives?</b></p>	
<p><b>7. How might this lesson/unit be <u>integrated</u> across all curricula?</b></p>	
<p><b>8. <u>Assessment</u>: How will you <u>know</u> if the student achieved the Outcome(s)?</b>            *Know what you are looking for from the student, and be sure <u>the student knows too</u>.            *Define success before you start. If you are using a rubric, has it been discussed/developed with the student?            *Did they have it <u>before</u> starting the assignment?            *What will you do if the student <u>does not</u> learn the lesson?</p>	
<p><b>9. What teacher <u>resources</u> will you need?</b>            (Textbooks, references, software, other?)</p>	

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10. What <u>safety</u> concerns might there be?	
11. How will it fit your <u>time</u> block? *Will you need to break it into smaller blocks? *Will you need larger blocks of time? *What if a student already knows the material? *What if they do not learn it in the allotted time?	
12. What “ <u>performance</u> ” will you expect from the student? What typical mistakes or coaching opportunities will you be watching for?	
13. What <u>homework</u> , if any, will you ask students to do? Why? How will you assess it? Make sure it has a clear and valid purpose.	
14. How can you use <u>technology</u> in this unit? (For K-8 refer to the skills checklist)	
15. What are legitimate and valuable <u>Internet sites</u> that might help?	
16. What <u>materials</u> will be needed? (Paper, markers, scissors, test tubes, whatever...)	
17. What <u>teaching methods</u> will work best? (Inquiry, small groups, direct instruction/lecture, project, Socratic questioning...etc) Make note of <u>accommodations, differentiation, enrichment</u> strategies might you have ready?	