COURSE CURRICULUM DESIGN IN A NUTSHELL

1. ANALYZE NGSS FRAMEWORKS FOR CONCEPT, TOPIC, SKILL LOADS.
2. SUMMARIZE CONCEPTS, TOPICS, and SKILLS REQUIRED BY THE STATE.
3. SUPPLEMENT THE NGSS REQUIRMENTS WITH ADDITIONAL CONCEPTS, TOPICS, and SKILLS AS DEEMED BEST.

Small groups from each discipline work for about 6 - 12 hours.

4. ALLOCATE REQUIRED and SUPPLEMENTARY COMPONENTS TO INDIVIDUAL COURSES/YEARS.

Teachers from all courses/years meet for 1-2 hours.

5. PLAN A SYLLABUS OF CONCEPTS, SKILLS AND TOPICS FOR EACH COURSE BY COMPLETING THE **CURRICULUM SUMMARY** DOCUMENT.
6. CHOOSE/GENERATE ENDURING UNDERSTANDINGS AND SAMPLE ASSESSMENTS FOR EACH UNIT
7. GENERATE THE COURSE **CURRICULUM PLAN** DOCUMENTATION.

Small groups for each course, working for 2 days, with only secretarial tasks remaining.

TOTAL PROF. DEV. TIME: A full-year high school science course typically requires 40-50 person-hours and about 20 secretarial hours to complete up to this point.

8. **UNIT DESIGN:** START BY WRITING PRE-/POST-ASSESSMENTS COMMON FOR ALL STUDENTS IN THE COURSE. THE UNITS ARE DESIGNED AROUND A LEARNING CYCLE, INCORPORATING EXISTING LESSONS AND RESOURCES AS MUCH AS POSSIBLE.

Small groups work for 4-6 days (over summer?) to write units. Each unit takes about 20 person-hours.

9. **LESSON DESIGN:** COOPERATION IN DESIGN AND SHARING OF LESSONS AMONG TEACHERS VIA A NETWORKED DATABASE GREATLY FACILITATES THIS PROCESS AND CREATES A HIGH LEVEL OF COLLEGIALITY.