

Developing and Delivering A High-Quality Curriculum

Please select a **unit** from your curriculum and indicate your level of agreement with the statement presented by circling the appropriate code to the right of the statement. SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree.

ALIGNMENT

- | | | | | |
|--|----|---|---|----|
| 1. The unit's content aligns with the GLEs. | SA | A | D | SD |
| 2. The unit includes a sufficient variety of activities from which to choose so that students can achieve mastery of the GLEs. | SA | A | D | SD |

QUALITY

- | | | | | |
|---|----|---|---|----|
| 3. The foundational pieces (e.g., title, understandings, guiding questions etc.) fit together cohesively. | SA | A | D | SD |
| 4. The activities of the unit adequately address the targeted GLEs. | SA | A | D | SD |
| 5. The activities in this unit are grade level appropriate. | SA | A | D | SD |
| 6. The instructional strategies and activities consistently address the various learning styles of students. | SA | A | D | SD |
| 7. The number of activities associated with each GLE is sufficient for mastery of the GLEs. | SA | A | D | SD |
| 8. The unit's assessments include a variety of ways for teachers to determine students' progress towards mastery of the GLEs. | SA | A | D | SD |
| 9. The corresponding scoring guides or rubrics for this unit's assessments are clearly articulated. (if applicable) | SA | A | D | SD |
| 10. This unit makes appropriate use of a variety of instructional strategies. | SA | A | D | SD |

DESIGN

- | | | | | |
|--|----|---|---|----|
| 11. The unit title generally reflects the ideas and concepts taught. | SA | A | D | SD |
| 12. Information presented in this unit is clear. | SA | A | D | SD |
| 13. Information presented in this course is accurate. | SA | A | D | SD |
| 14. The unit addresses a number of learning styles. | SA | A | D | SD |

RIGOR

- | | | | | |
|--|----|---|---|----|
| 15. The unit's activities appropriately match the rigor of the GLEs. | SA | A | D | SD |
|--|----|---|---|----|

RELEVANCE

- | | | | | |
|--|----|---|---|----|
| 16. The activities in this unit use real-world examples students are likely to encounter in everyday life. | SA | A | D | SD |
| 17. The unit does a good job of relating the activities to students' future lives (e.g., jobs, careers, civic responsibilities). | SA | A | D | SD |