

Basic considerations of Curriculum Design

A. Create vision of student

1. what do you know about your learners?
2. how are the information, processes, and/or skills you are going to teach relevant or important to your discipline?
3. how the information is relevant or important to the learners

B. Identify Ends

Instructional ends should be part of your vision of the learner, or what you envision for the learner as he/she leaves your realm of influence. Specifically, what do you want him/her to know and retain. What should they understand and be able to do?

Knowledge, content, skills, or processes that are:

1. enduring
2. worth being familiar with
3. at the heart of a discipline
4. important to know
5. engaging and motivating
6. highly relevant to students- futures
7. needing "uncoverage "

(list above from McTighe and Wiggins, Understanding by Design, ASCD)

Please remember just because materials are in a textbook, they still may not meet these tests, nor may they be important enough for your students to know and understand!

C. Expand or Recombine

Can specified ends be broken down into smaller pieces (such as general knowledge, specific skills and performances, or observed behavioral objectives), or compressed, integrated with other subject areas, or combined into a comprehensive problem, simulations, or self-directed investigation?

D. Determine Acceptable Evidence

1. What evidence will prove that students have mastered the objectives or completed the problem?
2. What will they, or should they, be able to do to give evidence of mastery?
3. Can these skills or this evidence be placed in a graduated rubric that has clearly stated parameters for each level of gradation (i.e. unacceptable, acceptable, exemplary, or at introductory, practiced, or mastered levels?

E. Plan instructional Methods and Procedures

1. Plan means of instruction that match all of the above.
2. Choose teaching models that are directly related to what you want to do. In doing this it is important to consider evidence of best practice, effectiveness of chosen methodology, recent research on learning and retention, and an array models of instruction.

3. Re-evaluate developed curricula in light of students progress and understanding revising portions and tasks where needed. This must be done at regular intervals to assure that the delivered instruction matches the intended curriculum.

Based on McTighe and Wiggins, Understanding by Design, ASCD and Wilson's prioritizing objectives pages.