Course Organizer Routine Device Checklist

Directions: Put a checkmark (√) by each component present.

Teacher: _____   Coach: _____

School: _____   Subject: _____

Date: _____   Course: _____

THIS COURSE (Course Title & Paraphrase)   p. 7 Course Organizer Routine Guidebook

Course Title creates a context for students
  Name of course in the school curriculum, text, or basis for course and
  Helps students understand what this course is about
Course Paraphrase summarizes what the course is about
  Critical ideas of course are translated in words that students can understand (student-friendly),
  Reveals the central meaning of the course title, and
  Distinguishes the course from other courses in the subject area

COURSE QUESTIONS   p. 7 Course Organizer Routine Guidebook

Questions are broad in scope
Questions stimulate classroom conversations throughout entire course
Questions are limited in number (approximately ten or fewer, varies depending on course)

COURSE STANDARDS   p. 7-8 Course Organizer Routine Guidebook

Content: Course standards that the teacher will emphasize and use for feedback are included
  Types of performance that the teacher values are listed under what,
  How each course standard will be measured is listed under how, and
  Point value for each course standard is listed under value
Process: process standards for learning the content are included
  How students will learn and manipulate the content are listed,
  Expectations for behavior and participation may be listed, and
  Point value or percent of grade is indicated
Progress chart: A graph for tracking individual student progress is included

CRITICAL CONCEPTS   p. 8-9 Course Organizer Routine Guidebook

Concepts listed are the critical concepts or big ideas that students should know by the end of the course (concept = category, class or group of objects, ideas, events, or processes)
Concepts are limited to the most important concepts (generally fewer than 15)
Concepts are foundational, permeating, and persisting (will be emphasized throughout the course, relate to course questions, and/or cut across the course)
Critical concepts are coherent with the other parts of the Course Organizer

SIM
Strategic Instruction Model®

CONTENT MAP

Map shows how the parts of the course have been organized for learning

Units are listed in a linear and chronological order so that students can track units and mentally organize units

Units are limited in number (generally 10 or less) - smaller units are combined into a larger unit (grouped under an overarching theme)

COMMUNITY PRINCIPLES

Principles listed communicate the values, ideas and the general tone that the teacher expects

Principles communicate how students will be expected to interact with others to establish a learning community in the classroom

Teacher helps students understand the conditions that will lead to a climate of respect and learning

LEARNING RITUALS

Rituals (routines, learning strategies, social skills and communication systems) that will be used through out the course are listed

Rituals are related to learning and are processes that will be taught and reinforced throughout the course

PERFORMANCE OPTIONS

Options are the modifications that the teacher will use to accommodate the diversity of learners in the classroom

Options listed are alternatives for learning or for demonstrating competence

OVERALL

Course Organizer makes abstract and complex ideas more concrete and understandable.

Information on the device is spaced well (not too much, not too crowded).

The entire course organizer is coherent.

COMMENTS:

SIM
Strategic Instruction Model®