

Course of Study Template (*version A - narrative*)
Curriculum Council, Spring 2016

I. Overview

- Title of Course
- Course Author(s)
- Schools where the course will be taught
- Length of Course
- Subject Area and Discipline
- Grade Levels
- Is this course being submitted for possible UC honors designation?
- Is this course an integrated course?
- Prerequisites (required or recommended):
- Co-requisites (required or recommended):
- Are you seeking UC approval? If so, in what area (A-G)?
- Requirements satisfied: (A-G, grad requirement, elective, weighted GPA, ROP)

II. Introduction

Course Overview: Provide a brief summary/snapshot (3-5 sentences) of the courses' content. What are the overarching goals for the course?

III. Course Content

Learning Outcomes and Unit Plan (Stage 1, Desired Results):

Student learning outcomes should provide the basis for student assessment and course evaluation.

Identify the major units of instruction for the course. For each unit, provide:

- Unit Title
- Learning Goals
 - What will students learn in each unit of study?
 - Consider learning at the acquisition, meaning making, and transfer levels. Reference content standards, program goals, enduring understandings, essential questions etc.
 - How will students demonstrate the critical thinking, depth of understanding, and progression of content covered?
 - 5-10 sentence summary per unit.

Assessment Evidence (Stage 2, Evidence):

- How do you plan to measure student learning on the outcomes identified in this course? Include 1 sample assessment/criteria per unit. This sample is not intended to measure *all* learning outcomes in a single assessment.
 - If a common anchor or assessment has been developed, include it here. Assessment strategies might include a common performance task, common assessment, or common anchor of student work.
 - If not, include 1 sample assessment with common success criteria aligned to learning goals for 1 unit of study. Success criteria might include learning progressions, proficiency scales, rubrics etc.

Instruction (Stage 3, Learning Plan):

- Include a brief summary of at least 1 assignment per unit that explains what a student produces, how the student completes the assignment, and what the student learns (2-4 sentences per assignment).
- Include descriptions (2-3) of how to meet the needs of diverse learners (e.g. scaffolds for English Language Learners, differentiation for high end and/or struggling students, differentiation for cultural relevance, etc.)

Be sure unit and assignment descriptions demonstrate the curriculum meets the A-G subject area course criteria. Review UC A-G requirements at <http://www.ucop.edu/agguide/a-g-requirements/>

IV. Instructional Materials: Suggested textbook(s), materials, equipment and resources

- Include: title, author, publisher, edition, website if applicable, primary or supplementary material
- Please indicate if the books and materials have been previously approved by the board
- If the books and materials have not been board approved, please complete a book approval form as well and submit to the board with the new Course of Study.
- *English courses must have any suggested books approved by the department prior to sending the CoS to the board for approval

Course of Study Template (*version B - template*)

Overview:

Title of Course:	
Course Author(s):	Schools where the course will be taught:
Length of Course:	Subject Area and Discipline:
Grade Levels:	Is this course an integrated course?
Is this course being submitted for possible UC honors designation?	Are you seeking UC approval? If so, in what area (A-G)?
Prerequisites (required or recommended):	Co-requisites (required or recommended):
<p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> UC A-G course <input type="checkbox"/> Graduation Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> ROP 	

Introduction

<p>Course Overview: Provide a brief summary/snapshot of the courses' content. Include overarching goals for the course (3-5 sentences).</p>

Sample Template for Unit Design (please complete for each unit of study)

Stage 1 Desired Results			
<i>Unit Title:</i>			
ESTABLISHED LEARNING GOALS (e.g. standards at the local, state and/or national level) <i>*can be referenced by number</i>	Transfer		
	<i>Students will be able to independently use their learning to...</i>		
	Meaning Making		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> UNDERSTANDINGS <i>Students will understand that...</i> </td> <td style="width: 50%; text-align: center;"> ESSENTIAL QUESTIONS </td> </tr> </table>	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	
	Acquisition		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><i>Students will know...</i></td> <td style="width: 50%; text-align: center;"><i>Students will be skilled at...</i></td> </tr> </table>	<i>Students will know...</i>	<i>Students will be skilled at...</i>	
<i>Students will know...</i>	<i>Students will be skilled at...</i>		
5-10 sentence summary of key learning in this unit.			
Stage 2 - Evidence			
Learning Goals Measured: <i>*can be referenced by number</i>	Success Criteria (e.g.. Learning progression, rubric, proficiency scale, etc.)		
	Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)		

Stage 3 – Learning Plan

Learning Goals Addressed: <i>*can be referenced by number</i>	Sample Assignment: A brief summary of one assignment that explains what a student produces, how the student completes the assignment, and what the student learns. Make connections to unit learning goals (2-4 sentences).
	Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).

Be sure unit and assignment descriptions demonstrate the curriculum meets the A-G subject area course criteria. Review UC A-G requirements at <http://www.ucop.edu/agguide/a-g-requirements/>

Instructional Materials:

Suggested textbook(s), materials, equipment and resources <ul style="list-style-type: none">● Include: title, author, publisher, edition, website if applicable, note primary or supplementary material● Please indicate if the books and materials have been previously approved by the board● If the books and materials have not been board approved, please complete a book approval form as well and submit to the board with the new Course of Study.● *English courses must have any suggested books approved by the department prior to sending the CoS to the board for approval	
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