



Course Development Checklist

The following document is to be used as a checklist to assist in the development of the Catholic Regional College Caroline Springs Curriculum Units on SEQTA.

Staff Name:

Subject Name:

Subject Year Level:

Subject Duration:

Cover Page

Section	Comments	Completed
Subject Name	Year Level – Subject – (Semester #) <i>e.g. Year 10 Chemistry (Semester One)</i>	
School Year (Year Level)	Select the appropriate Year Level for the Course <i>e.g. Y10: Year 10</i>	
In SEQTA Learn & SEQTA Engage	The following should be ticked: <ul style="list-style-type: none"> <i>Show all resources</i> <i>Show past lessons and cover page</i> 	
Tags	Year - Key Words from Unit <i>e.g. 2019 Atom Bonding Periodic</i>	
Edit Marksbook Settings	Ensure Course Type is set as 7-10 .	
Overview	<p>Explains the content of the Course to Students and Parents/Carers, including Scope & Sequence. This is to be written in present tense. The following template can be used as a guide:</p> <p><i>The Year 9 STEM: Experiments in Space course is based on Victorian Curriculum strands of Science Understanding, Science Inquiry Skills and Critical & Creative Thinking.</i></p> <p><i>Students will explore the following subject areas:</i></p> <ul style="list-style-type: none"> <i>The space race</i> <i>The development of technology to assist human space flight</i> <i>The evolution of rocket design across time</i> 	



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	<ul style="list-style-type: none"> • <i>Applications of physics to rocketry (including Centre of Mass and Centre of Pressure)</i> <p><i>Students will complete the following assessment tasks:</i></p> <ul style="list-style-type: none"> • <i>Engineering Marvels Documentary Reflection</i> • <i>Space Spinoffs Presentation</i> • <i>Rocket Launch Analysis Task</i> 	
Outline	<p>Explains the content of the Course to Students and Parents/Carers on the Semester Report. This is to be written in past tense. The following template can be used as a guide:</p> <p><i>The Year 9 STEM: Experiments in Space course was based on the Victorian Curriculum strands of Science Understanding, Science Inquiry Skills and Critical & Creative Thinking. Students learnt about the developments in rocket design throughout the space race and developed critical thinking skills to solve problems that scientists have experienced with space exploration. Students explored technologies that have been developed for use in space and have then been adapted for use in society. Students then built and tested model rockets before completing analysis of the flight characteristics of the rocket.</i></p>	

Unit Planner

Section	Comments	Completed
New Unit Plan	<p>A New Unit Plan, for each topic within the Course should be created.</p> <p>The Unit Plan should be numbered, contain a title, and the Weeks that it will run for within the Course.</p> <p>Each Unit Plan should have a different colour allocated to it.</p> <p>e.g. 1. <i>Periodic Trends</i> 2. <i>Atomic Structure</i></p>	



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Planning

Section	Comments	Completed																				
Lesson Setup	Press the Add Week button to add a lesson to the Semester into the Planning Section. This will need to be repeated for the total number of lessons in the Semester. Lessons can be rearranged using the Online Lesson Editor Tab to group into lessons for each week in the Semester.																					
Syllabus Links	In the first lesson, use the blue plus symbol on the left hand side panel, to open up the available syllabus links. Add all the relevant assessable Victorian Curriculum Standards covered within the Semester for the subject.																					
Lesson Title	All Lessons should be designed for a 60-minute period. Each topic should have the same number, with each lesson within the topic moving to the next number. <i>e.g. 1.1 Introduction to the Periodic Table</i> <i>1.2 Trends in the Periodic Table</i> <i>2.1 Ionic Bonding</i> <i>2.2 Covalent Bonding</i>																					
Lesson Outline	<p>This should contain information pertaining to that particular lesson. The structure should follow table format:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>Topic</td><td></td></tr> <tr><td>Learning Intentions</td><td></td></tr> <tr><td>Success Criteria</td><td></td></tr> <tr><td>Accessing Prior Knowledge</td><td></td></tr> <tr><td>New Information</td><td></td></tr> <tr><td>Apply Knowledge</td><td></td></tr> <tr><td>Summary /Reflection</td><td></td></tr> <tr><td>Homework</td><td></td></tr> <tr><td>Materials Required</td><td></td></tr> <tr><td>Teacher Notes</td><td></td></tr> </tbody> </table> <p>Note - Homework will still need to be recorded in the Homework Box for each class for students to be able to view it.</p> <p><i>Please see the table on next page for how to develop each section.</i></p>	Topic		Learning Intentions		Success Criteria		Accessing Prior Knowledge		New Information		Apply Knowledge		Summary /Reflection		Homework		Materials Required		Teacher Notes		
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Resources	All resources required for the lesson, as noted in the Lesson Outline should be attached, or hyperlinked (where applicable).	
Adding Assessments	Each Assessment Task should be added by using the button at the relevant lesson within the Unit. More information pertaining to Assessment can be found below.	

Lesson Outline Example

Topic	Introduction to STEM: Aviation
Learning Intentions	To understand the different aircraft control surfaces and the impact this has on flight behaviour
Success Criteria	I can identify the three main of aircraft control surfaces on a diagram I can explain the impact each aircraft control surface has on an aircraft's flight behaviour
Accessing Prior Knowledge	Think, Pair, Share: <ul style="list-style-type: none"> • How do planes fly? • What factors influence flight?
New Information	Using PowerPoint Slides 1 – 6 as a reference, explore the different parts of an aircraft, including aircraft control surfaces and the impact this has on the aircraft's flight.
Apply Knowledge	Using the Aircraft Control Surfaces Worksheet, students identify the impact the change made to each aircraft control surface would have on the flight behaviour, by labelling this on each diagram.
Summary / Reflection	Each student to create an exit ticket, drawing a simple diagram of a plane and labelling all the aircraft parts covered in today's lesson.
Homework	Students are to watch the Flipped Learning Video: Axes of Rotation of EdPuzzle
Materials Required	MacBook Pens Aircraft Control Surfaces Worksheet
Teacher Notes	Ensure students have joined the STEM: Aviation EdPuzzle class.



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Overview of Assessments

Section	Comments	Date Completed
Assessment Title	Place the Assessment Title in the box. This is what should also appear on the Semester Report.	
Assessment Criteria	Add the number of required Assessment Criteria, by using the blue plus symbol, as per the Assessment Task Rubric. Replace "Score" with the relevant Victorian Curriculum Strand. Use a colon to separate the Strand from the Sub-Strand. <i>e.g. Science Understanding: Chemical Sciences</i>	
Syllabus Link	Link each Assessment Criteria with the relevant Syllabus Link.	
Assessment Criteria Mark & Weighting	Allocate the maximum number of marks available for each Assessment Criteria, and the relevant weighting of this Assessment Criteria. If all marks in the task hold the same value, the weighting will be the same as the number of marks.	
Assessment Task Description	<p>Each Assessment Task should contain a description outlining the following information:</p> <ul style="list-style-type: none"> • Type/mode of assessment • Skills to be demonstrated within the assessment • How the assessment will be completed • Requirements for the assessment • Contribution to Overall Result on Semester Report <p>The template below can be used as a guide. This is to be written in past tense.</p> <p><i>Students completed a research task on a NASA Space Spinoff Technology of their choosing, and presented a scientific poster to the class outlining the key features of the technology, why it was initially developed for use in space, what mission it was first used on, and how it is currently used on Earth. Students were required to demonstrate skills in the following areas: research, summarising and interpreting information and presenting. This assessment task is marked out of 13 marks contributes 20% to the Overall Result on the Semester Report.</i></p>	



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Submission Information	Ensure that the due date of the Assessment Task is correct, the mode of submission is ticked (WISP or File Upload), and that the Assessment is visible to students.	
Resources	Attach both the Assessment Task Sheet and Rubric to the Assessment.	