

FIGURE 23.1: FORMAT FOR HIGH SCHOOL PROGRAM* LEVEL CURRICULUM

SUGGESTED NEW FORMAT

OLD FORMAT

SCHOOL

PROGRAM OF STUDY

PROGRAM PHILOSOPHY

(BRIEF PHILOSOPHICAL STATEMENT DISCUSSING WHY IT IS IMPORTANT FOR A STUDENT TO PURSUE STUDY IN THIS PARTICULAR PROGRAM AREA.)

~~~~~

~~~~~

~~~~~

~~~~~

PROGRAM SUMMARY

(WHAT WILL THE STUDENT LEARN IN THE VARIOUS COURSES WITHIN THIS PROGRAM AREA?)

~~~~~

~~~~~

~~~~~

**PROGRAM GOALS**

(WHAT ARE THE BROAD UNDERSTANDINGS YOU WANT STUDENTS TO GAIN THROUGH STUDY IN THIS PROGRAM AREA?)

1. ~~~~~.

2. ~~~~~.

3. ~~~~~.

**\* Program = Discipline**

**SCHOOL**

---

Program of Study

---

Program Philosophy

~~~~~

~~~~~

~~~~~

~~~~~

Program Goals

1. ~~~~~.

2. ~~~~~.

3. ~~~~~.

Program Objectives

1. ~~~~~.

2. ~~~~~.

3. ~~~~~.

4. ~~~~~.

**FIGURE 24.1: FORMAT FOR HIGH SCHOOL COURSE LEVEL CURRICULUM ELEMENTS**

**SUGGESTED NEW FORMAT**

**OLD FORMAT**

**COURSE TITLE**

---

**COURSE SUMMARY**  
(COURSE DESCRIPTION WILL WORK FOR THIS.)

A given course may be subdivided according to major topic areas or units of study. If this is done, the following sections should be repeated for each topic area or unit of study.

---

**BIG IDEAS:** \_\_\_\_\_

**ESTABLISHED GOALS OR "POWER STANDARDS" -- INTENDED OUTCOMES**  
 1. ....  
 2. ....  
 (The goals or power standards may be repeated in units of study within a course.)

|                                                                                                                             |                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p><b>ENDURING UNDERSTANDINGS (OVERARCHING &amp; TOPICAL)</b><br/>                 1. ....<br/>                 2. ....</p> | <p><b>ESSENTIAL QUESTIONS (OVERARCHING &amp; TOPICAL)</b><br/>                 1. ....<br/>                 2. ....</p> |
| <p><b>KNOWLEDGE (KNOW.)</b><br/>                 1. ....<br/>                 2. ....</p>                                   | <p><b>SKILLS (BE ABLE TO DO.)</b><br/>                 1. ....<br/>                 2. ....</p>                         |

**ASSESSMENTS (DIAGNOSTIC, FORMATIVE, AND SUMMATIVE)** THESE MAY INCLUDE, BUT ARE NOT LIMITED TO, PERFORMANCE TASKS, ACADEMIC PROMPTS, QUIZES & TEST ITEMS, AND INFORMAL CHECKS FOR UNDERSTANDING.

**INTERVENTION STRATEGIES.** WHAT STRATEGIES WILL BE USED TO HELP STUDENTS WHO MAY NEED ADDITIONAL ASSISTANCE IN ORDER TO KNOW, UNDERSTAND, AND BE ABLE TO DO SOMETHING WITH THE CONTENT BEING STUDIED?

---

**LEARNING EXPERIENCES.** WHAT TEACHING/LEARNING EXPERIENCES WILL BE EMPLOYED AS A MEANS TO HELPING STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO SOMETHING WITH THE CONTENT. (THIS IS A NATURAL PART OF THE ATLAS FORMAT AND MAY BE INCLUDED IF USING THE ATLAS SITE TO CREATE UNITS FOR A COURSE.)

---

**CATHOLIC IDENTITY (INCLUDES CATHOLIC FAITH, CHRISTIAN VIRTUES, SOCIAL JUSTICE TEACHINGS, AND RIGHTS OF CHILDREN)** HOW WILL OUR CATHOLIC IDENTITY BE INTEGRATED, INFUSED, AND PERMEATE THE UNIT/COURSE?

**TECHNOLOGY INTEGRATION.** HOW WILL TECHNOLOGY BE INTEGRATED INTO THE UNIT/COURSE AND HOW WILL IT BE USED TO ENHANCE THE TEACHING/LEARNING EXPERIENCE?

**COURSE TITLE**

---

**COURSE GOALS**  
 1. ~~~~~  
 2. ~~~~~  
 3. ~~~~~

**COURSE OBJECTIVES**  
 1. ~~~~~  
 2. ~~~~~  
 3. ~~~~~  
 4. ~~~~~

**ASSESSMENT STRATEGIES**  
 ~~~~~  
 ~~~~~

**INTERVENTION STRATEGIES**  
 ~~~~~  
 ~~~~~

**CATHOLIC IDENTITY**  
 ~~~~~  
 ~~~~~

**TECHNOLOGY INTEGRATION**  
 ~~~~~  
 ~~~~~