

Checklist for Analyzing Standards-based Curriculum or Lessons

Use the checklist to determine what areas of the curriculum or a lesson or group of lessons need to be revised in order to be in alignment with [Standards for Technological Literacy: Content for the Study of Technology \(STL\)](#). Those areas you have identified with a NO, you will need to modify and adjust in order to conform to *STL*.

I. Read/Review *Purpose*

1. Read the Purpose of the lesson. Do you understand the “BIG” idea? YES NO

2. Write down in a few words what you feel the BIG ideas of the lesson are?

3. Do you feel that the lesson is doable? YES NO

II. Read/Review *Standards for Technological Literacy that are Addressed.*

4. Is the grade level clearly marked? YES NO

5. Are the Standards clearly labeled? YES NO

6. Are the Benchmarks clearly labeled? YES NO

7. Do the standards and benchmarks align with *STL*? YES NO

8. Are the identified standards appropriate for the given purpose? YES NO

9. Are the identified benchmarks appropriate for the given purpose? YES NO

10. How many standards and benchmarks are addressed? # _____

11. Are there more than two or three standards addressed? YES NO

12. Are there other standards (e.g., state standards, standards in other disciplines, etc.) addressed? YES NO

If, YES, what do they address?

13. If there are standards listed besides those from *STL*, how do the standards support each other?

III. Read/Review *Essential Questions*

- 14. Are the 'essential questions' phrased as questions? YES NO
- 15. Do the essential questions link back to the identified standards and benchmarks?
YES NO
- 16. Do the essential questions provide evidence of understanding? YES NO
- 17. Do they identify the "knowing" and "doing" required for technological literacy? YES
NO

IV. Read/Review *Assessment*

- 18. Do the assessments represent an appropriate assessment method(s)? YES NO
- 19. Do the assessments accurately assess the standards and benchmarks identified in the lesson? YES NO
- 20. Do the assessments measure cognitive learning? YES NO
- 21. Does the assessments measure psychomotor learning? YES NO

V. Read/Review *Prior Knowledge*

- 22. Is prior knowledge presented? YES NO
- 23. Is the prior knowledge presented, relevant to the needs of the lesson? YES NO

VI. Read/Review *Resources and Time*

- 24. Does the lesson include appropriate resources? YES NO
- 25. Does the lesson provide adequate time to ensure understanding of the standards and benchmarks? YES NO
- 26. Are citations provided for copyrighted materials? YES NO

VII. Read/Review *Description of Lesson and Related Activity*

- 27. If you gave this lesson to another *qualified teacher*, could that person “teach” the lesson? YES NO
- 28. Are the “Six Facets” of understanding (*1. Explanation, 2. Interpretation, 3. Application, 4. Perspective, 5. Empathy, and 6. Self-Knowledge*) covered in this lesson? YES NO

VIII. Read/Review *Extension*

- 29. Are the extension suggestions plausible? YES NO
- 30. Is this lesson relevant to the Curriculum? YES NO