

Curriculum Vetting Tool

Evidence-Based Curriculum

SELECTION CRITERIA

EVIDENCE

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| 1 | Shows positive outcomes around supporting STEM identity. | _____ |
| 2 | Gender equitable and inclusive (strategies to reach youth from underrepresented/underserved groups). | _____ |
| 3 | Uses inquiry-based, hands-on methodology. | _____ |
| 4 | Creates (high) levels of engagement for learners. | _____ |
| 5 | Incorporates knowledge about a variety of learning styles (cooperative and active learning groups, etc.) and provides opportunities for a variety of approaches. | _____ |
| 6 | Involves students in decision-making, planning, problem-solving, risk-taking and reflection (Youth voice). | _____ |
| 7 | Activities are age appropriate. | _____ |
| 8 | Includes strategies for a variety of learners including special needs students (or can be adapted). | _____ |
| 9 | Increases students' sense of self as learners. | _____ |
| 10 | Meets STEM standards (NGSS, Common Core). | _____ |
| 11 | Rigorous and engaging STEM content. | _____ |
| 12 | Has a written curriculum or guide book that is user-friendly and accessible. | _____ |
| 13 | Uses affordable, culturally familiar, and easy to obtain materials. | _____ |
| 14 | Is adaptable for a variety of settings (urban, suburban, rural). | _____ |
| 15 | Meets youth development criteria (list). | _____ |
| 16 | Includes multiple strategies for parent involvement. | _____ |
| 17 | Includes activities around career connections. | _____ |
| 18 | Includes role model activities. | _____ |
| 19 | Includes literacy connections. | _____ |
| 20 | Adheres to NSTA safety guidelines and cyberspace safety guidelines where applicable (see http://www.nsta.org/pdfs/440.pdf) | _____ |

**The Curriculum Vetting Tool is adapted from Great Science for Girls, a National Science Foundation funded program.*