



## *Resources for Science Literacy* Course Design

- Is each topic or concept within a topic treated in adequate depth to realistically expect students to understand it?
- Is attention called to appropriate connections among concepts presented in the course? In other courses?
- Does the course attempt to address student misconceptions that have been summarized in *Benchmarks* Chapter 15: The Research Base?
- Is the course structured to allow collection of data on students' understanding of the targeted concepts? Are the data used to revise the course?
- Are students engaged in activities that give them first-hand experiences with concepts? Are they provided with opportunities to reflect on their activities?
- Are opportunities provided for students to apply their knowledge in varied contexts—e.g., explaining everyday phenomena, considering alternative solutions to practical problems?